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ABSTRACT

The Literacy Enhancement Project (LEP) was initiated in 1993 to upgrade the quality of service at adult literacy program sites throughout Illinois. The project provided in-depth, sequential training in using a model assessment/evaluation system that is intended to serve as a developmental tool aiding in program design and modification and documentation of individual students' progress. The LEP is a collaborative effort involving the Illinois Literacy Resource Development Center, a University of Illinois evaluation specialist, local providers of literacy services, and adult literacy students in Illinois. The assessment/evaluation framework consists of the following evaluation levels: needs assessment (preimplementation), accountability (program documentation), formative evaluation (program clarification), program progress toward objectives, and program impact. To date, the LEP has yielded a wealth of information about the many facets of adult literacy in Illinois and identified policies that must be established to institute and deliver a consistent model for evaluation on a statewide basis. Special attention was paid to learning about portfolios and their potential as a means of authentic assessment. (Twenty appendixes constituting approximately 60% of this report contain the following: list of selected LEP sites; portfolio and satisfaction assessment forms; and newsletters, summaries and completed forms and or newsletters from 12 LEP sites.) (MN)

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The LITERACY ENHANCEMENT PROJECT Report

Roadmap to Accountability

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The Literacy Enhancement Project Report:
Roadmap To Accountability

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The ILRDC

The Illinois Literacy Resource Development Center is a not-for-profit organization supported by the Illinois State Board of Education-Adult Education and Literacy Section, Lila Wallace–Reader's Digest Fund, Joyce Foundation, Lloyd A. Fry Foundation, Polk Bros. Foundation and the Illinois State Library.

The Center began operation in 1987 with a "Literacy Challenge Grant." The grant was given to the Center based on the demonstrated cooperative efforts of the six major literacy entities in the state. Since 1987, the Center has branched out to address issues in the areas of evaluation/program development, work force education, family literacy, resource development and policy. The Center conducts innovative technical assistance projects, provides consultations to local literacy providers, state agency officials and funders. Through publications, reports and a quarterly newsletter, the Center furnishes information to interested individuals and agencies on a local, state and national level.

The unique evaluation processes described in this report are the result of five years of work in the field. Training and information about the evaluation framework and the inclusive process of formative evaluation described are available from the ILRDC. For more information, please call: 217/355-6068.

Introduction

The Literacy Enhancement Project (LEP) is a collaborative effort involving the Illinois Literacy Resource Development Center (ILRDC), a University of Illinois evaluation specialist, local providers of literacy services and adult literacy students in Illinois. The purpose of the project, initiated by the ILRDC in 1993, is to upgrade the quality of services at adult literacy program sites. The project provides in-depth, sequential training in an evaluation system developed by the ILRDC and based on work by Francine Jacobs.[1] This assessment/evaluation system is a developmental tool, aiding in program design and modification as well as documenting individual student progress. By conducting this project, the ILRDC has assisted adult literacy sites to develop and implement evaluation systems that are program specific. The process and efforts documented in this report serve as a model for literacy programs nationwide.

Purpose of this Report

The purpose of this report is to describe the development and implementation of the LEP, present summaries of studies of literacy sites which participated in the project, report on the evaluation findings from the fifteen sites involved and provide recommendations on local, state and national policy changes suggested by the findings. This report has been written for an audience of providers, policy-makers and interested parties, and will serve as a roadmap by providing insight into the process of evaluation, as well as recommendations for improving program accountability measures and standards.

Development and Implementation of the LEP

Evaluation Framework

What is the purpose of evaluation? According to Jacobs, the majority of evaluations should be oriented toward helping programs maintain a satisfied clientele, documenting program implementation to aid in program improvement and replication, and assessing, if possible, the immediate program effects. (Jacobs,1988,pgs. 37-68). Based on this, Jacobs defined five levels of evaluation: needs assessment, accountability, formative evaluation, program progress and program impact, all of which are viewed as developmental. Each level requires increased sophistication in data collection and organization, and specificity of program definition.

In 1990, the ILRDC built upon this approach and applied the five levels to literacy programs. The ILRDC originally coupled the five tiers of evaluation with five commonly identified components of family literacy programs, thus creating an evaluation framework. Later modified for use with any literacy program, the framework specifies the relationship between program components or "elements of services" and the levels of evaluation. This two-dimensional structure embeds evaluation into literacy program designs, which is advantageous because it allows a program to engage in different levels of evaluation within different program components. For instance, a program may be at the Formative Evaluation Level (Level 3) for one component but can look to the future by implementing Needs Assessment (Level 1) as a first step in the development of a subsequent program component. (See Table 1)

---

[1] Francine Jacobs is currently Associate Professor, Eliot-Pearson Department of Child Study, Department of Urban and Environmental Policy, Tufts University, Medford, MA.

Table 1
Evaluation Framework

Significant Program Components	**(List of appropriate components)**
Level 1 Needs Assessment (Pre-implementation)	
Level 2 Accountability (Program Documentation)	
Level 3 Formative Evaluation (Program Clarification)	
Level 4 Program Progress (Progress Toward Objectives)	
Level 5 Program Impact	

(Adapted from Jacobs, 1988)

The Literacy Enhancement Project focused on the first four levels of evaluation. Level 5 is experimental or quasi-experimental in design and generally involves the collection of longitudinal data. Table 2 presents a description of the levels and the corresponding guiding questions.

Specific steps are suggested within each level of evaluation. Those steps include identifying:

1. purpose of evaluation
2. evaluation questions
3. audiences
4. strategies/tasks
5. types of data to collect
6. interpretation and dissemination of findings

An additional and significant step identified by the ILRDC is incorporation of findings into program planning. This final step ensures that the evaluation informs program improvement. Thus, evaluation is viewed as developmental in nature, both providing information on program success and suggesting needed improvements.

By addressing each of these steps, the local provider can conduct a thorough evaluation of program components. Table 3 provides a visual schema of the process.

Table 2

Level One	Pre-implementation Tier Commonly known as a needs assessment, this phase is designed to answer the question "What is the problem?" The purpose of conducting a needs assessment is to determine that there is, indeed, a need for specific services and what those services might be. Generally, results of the needs assessment are disseminated to funding agencies, community members and the potential participants. Evidence of the problem is documented through local demographics, review of local press coverage, interviews with key community leaders or a survey of the community.
Level Two	Accountability Tier This level has traditionally been known as program utilization. At this stage, the answer to "Who are we serving and what services are we providing?" is addressed. The audience is funding agencies, program providers and participants. Data are collected on participant characteristics and service use. Theoretically, all programs should be conducting the accountability tier of the evaluation process. These types of data provide evidence about whether the targeted participants are being served, can provide guidance for changes within the program to the provider, and can be used to maintain current levels of funding or secure additional funds for program expansion.
Level Three	Program Clarification Tier This stage is more commonly recognized as formative or process evaluation. Data are collected from the staff and participants. The guiding question during this phase is "How can we do a better job serving our participants?" (Jacobs, 1988; p.57) The audience is funders, staff members and program participants. The level of satisfaction of the program participants as well as their assessment of how the program might better meet their needs should be the primary data collected during this phase.
Level Four	Progress-Toward-Objectives Tier At this stage, short-term program effectiveness objectives are specified and reviewed to see whether they have been achieved. The guiding question is "Are the participants making progress?" The audience is funding agencies, program participants, community members, program providers and perhaps an external review committee. Programs which have been operating for an extended period of time with substantial financial resources would implement this phase of the evaluation process.
Level Five	Program Impact Tier At this stage, the program is committed to an experimental or quasi-experimental approach to evaluate program effects and has the funding to carry out an extensive evaluation. The guiding question is "What are the long-term effects of program participation?" Treatments are clearly specified with intensive data collection strategies involving multi-year efforts. Although this phase provides feedback to the program, there is usually an external report made. At this level, attempts are made to provide evidence of differential effectiveness and/or recommend program models for replication.

Source: ILRDC Family Literacy Report #2

Table 3
Summary of Evaluation Plan

Purpose of Evaluation	Audiences	Strategies/Tasks	Types of Data to Collect/Analyze	Dissemination of Findings	Program Planning
LEVEL I — Needs Assessment (Preimplimentation) To document the need for services	Funding agencies, citizens, potential participants	Define target population, describe services and benefits	Local demographics, review press coverage, interviews, qualitative/quantitative	Summary report of key findings to agencies, community leaders, press	Change program plan based on results of needs assessment
LEVEL II — Accountability (Program Documentation) To determine who is receiving services and what services are provided	Funding agencies, program providers, participants	Determine number of individuals served, portion of population served, what services are used	Count individuals being served, collect and examine data on participant characteristics, review case records of service usage	Formal presentations to staff, funding agencies, press	If target population is not served, change target or recruiting
LEVEL III — Formative Evaluation (Program Clarification) To improve services to participants	Staff members, program participants, funding agencies, other program providers	Determine participant satisfaction	Develop questionnaires regarding client satisfaction, personal interviews, phone calls	Staff meetings, participant meetings	Change services based on results
LEVEL IV — Program Progress (Progress toward Objectives) To determine if participants are making progress	Funding agencies, community, program providers, external review committee	Document participant progress	Construct surveys, content analysis of program records, standardized instruments, interviews	Formal report, presentations at local, state, and national conferences	Modify evaluation plan to better represent client progress
LEVEL V — Program Impact To determine long-term effects of program participation	Program providers, participants, external reviewers	Determine best treatment effects, long-term effects	Collect longitudinal data on changes in participants, compare the effects of different treatments	To program providers, local, state, federal agencies, researchers	Recommend specific treatment for greater impact

Source: ILRDC, Family Literacy Report #2

Project Design

The Literacy Enhancement Project was designed based on the belief that evaluation can and should be used by providers to increase program effectiveness. In this context, evaluation is ongoing, providing feedback throughout the process of service delivery. Unlike traditional approaches, the project utilizes evaluation for continuous improvement rather than static appraisal of end-results.

Another essential element of the project is the understanding that providers, and ultimately the students, are the best judges of program quality and effectiveness. For this reason, the project was designed to revolve around specific program and student needs and concerns. The evaluation "experts" in this case are the program providers and the students whom they serve. According to a project observer, "The Literacy Enhancement Project model represents a paradigm shift from traditional, expert-driven models of evaluation. It invites the participation of local program providers and students in the design and implementation of program evaluation and improvement." (Popp, Robert J., comments 1994)

In adapting this approach, the ILRDC sought a process through which grassroots providers would be empowered to control evaluation and outcomes. From large well-funded organizations to those smaller and less well-funded, this approach made the LEP accessible and site specific.

The framework also proved flexible and "user friendly" in accommodating site needs. The guiding questions not only allow providers to determine at which level to begin their evaluations, but also help them keep the evaluation process "on track" and focused. The success of the Literacy Enhancement Project lies in each site's use of the model framework and the collaborative relationship among all project participants.

The Process

Criteria For Participation

The LEP training was offered to all adult education/literacy sites in Illinois. The ILRDC team met in January 1993 to select participants for the project. The team sought sites that would represent diverse program designs and geographic locations in the state. Fifteen sites were selected based on their applications for participation. The application process involved having sites describe their programs, identify specific components of the program each was interested in examining, and, as a result, establish two main goals.

Sites participating in the project included family literacy, work place literacy, volunteer adult literacy and traditional adult education programs. The programs represent a diverse grouping of community colleges, public schools, community-based organizations and business programs (See Appendix 1 for a complete list of the original sites.) Initially, 15 programs committed to participate in the Literacy Enhancement Project; however, two sites were unable to complete the project. The Assyrian Universal Alliance Foundation did not submit a final report. The person in charge of producing this report left the organization. Chicago Manufacturing Institute was unable to participate because of new requirements from the Chicago Mayor's Office of Employment and Training. One site, Prairie State College, submitted reports from two different programs. Thus, the final number of reports submitted was 14.

Process

The Literacy Enhancement Project offers technical assistance to sites in the development or modification of program and student evaluation/assessment tools, and supports programs in formation of individualized evaluation systems. This technical assistance, provided by the ILRDC, helps local providers upgrade the quality of services to students at their sites.

Staff from the chosen sites are asked to do the following:

1. attend the three training sessions and discuss present program design, activities and evaluation procedures;
2. prepare a plan for the implementation of an evaluation system;
3. experiment with, comment on and aid in the development of useful practical measures of learner and program progress; and
4. write a brief final report and submit it to the ILRDC.

At all times, the ILRDC emphasizes local control over the individual evaluation strategy.

Training

The overall goal of the Literacy Enhancement Project is to upgrade the quality of service to students at literacy program sites. Specifically, the project has the following objectives:

1. increase the knowledge of staff at model sites in the areas of program development and evaluation;

2. assist literacy programs in the design and development of tools and instruments to assess literacy skills and needs of their populations, to determine areas of program improvement, and/or to document learner or program progress; and
3. document and disseminate evaluation tools and instruments and preliminary findings.

To achieve these goals, the ILRDC offered training sessions and provided regular consultations with site staff. Relevant staff members from all sites attended three intensive, full-day training sessions organized and facilitated by the program coordinator and the ILRDC evaluation specialist. The trainings were sequential in nature and built upon the work done by the programs over the course of the project. The three sessions are described below:

> In the initial phase of the LEP, the ILRDC staff conducted the first training session over a two-day period; at least two staff members attended from each site. The goal of the first session was to introduce site staff to the ILRDC evaluation/development framework and to assist in examining their evaluation goals by outlining a plan for implementation. On the second day, the ILRDC's evaluation specialist provided participants with information on methods for qualitative and quantitative data collection. Participants also were given exemplar tools developed by other literacy programs and collected by the ILRDC. Using the evaluation framework as a guide, providers were given assistance to customize their own evaluation based on the components of their program, their stages of development and their own needs.
>
> The initial training was followed three weeks later by a one-day training session dedicated to the further development of evaluation/assessment tools and instruments. Small group sessions were used for group problem solving in three areas of interest: client satisfaction, measuring student progress in work place literacy and portfolio development.
>
> A third and final one-day training session was conducted by Dr. Ellen Goldsmith, Director, Center for Intergenerational Reading, New York City Technical College. The session provided participants with extensive information about analyzing different types of quantitative and qualitative data. The goal was to have participants leave with a plan for analyzing findings and the means to continue developing their evaluation systems. (Full descriptions of each training session are available upon request from the ILRDC.)

The ILRDC staff and the evaluation specialist acted as consultants throughout the process by providing technical assistance and support. The program coordinator worked to bring all project participants together and to offer assistance with all aspects of programmatic issues. The evaluation specialist offered expertise on a range of topics, from commenting on research issues, to examining and offering suggestions on evaluation designs and collection instruments, to assisting in planning and executing effective training sessions. Throughout, the role of the ILRDC project staff and evaluation specialist was one of consultant, offering technical assistance and support as needed to the providers. This strategy placed providers in control of the evaluation/assessment process.

A number of issues were addressed by providers and ILRDC staff through systematic evaluation sessions following each day's training. In keeping with our emphasis on continuous program improvement, the training underwent constant assessment and revision. The ILRDC found it was essential to dedicate time during each session for partners to work on their evaluation plans, tools and instruments. A second issue the ILRDC addressed was how to effectively prepare and present information on data collection and analysis to an audience with varying degrees of expertise in these technical areas. Finally, and perhaps most importantly, the need for sites to set realistic goals was emphasized throughout the training and the Literacy Enhancement Project.

Summaries of Five Studies

In this section, summaries of five studies provide a step-by-step description of the evaluation process. The remaining sites are featured along with the tools and instruments they developed in a summarized format in the appendix of this final report (Appendix 12–20).

Of the five sites featured in the studies

- one is a family literacy program working with staff from a state university and community college;
- one is a work place literacy site based in a manufacturing facility;
- two are volunteer community-based organizations; and
- one is an adult basic education program linked with a community college.

All sites worked diligently on the project implementing the developmental/evaluation framework, designing and piloting tools and instruments, and analyzing and reporting data. All shared the common goal of improving the way services are delivered to students at their local sites.

NOTE: Full reports from each site are available through the ILRDC or from the local program. Local programs may charge a nominal fee to reproduce their reports.

CEFS Literacy

Introduction

Clay, Effingham, Fayette and Shelby Counties (CEFS) Literacy Program is one component of the CEFS Economic Opportunity Corporation in Effingham. This community-based organization offers literacy skills training to low-level and non-reading adults in seven counties in rural Illinois. CEFS offers a curriculum that ranges from basic reading through GED preparation in both one-to-one and classroom settings. An individual learning plan is fashioned for each student incorporating his/her significant goals and objectives. CEFS relies on a dedicated group of volunteers to assist in the delivery of services in the seven counties.

Purpose

CEFS wanted to examine the satisfaction levels of both students and volunteer tutors and to collect information and suggestions for program improvement. Specifically, they were interested in developing strategies to improve retention of both students and tutors.

Level and Guiding Questions

For the Literacy Enhancement Project, CEFS engaged in evaluation at two levels with different program components. Those levels and their guiding questions were as follows:

Level 3-Formative Evaluation (Program Clarification)

Guiding Questions: Are tutors satisfied with the program?
Are students satisfied with the program?

Level 4-Program Progress (Progress Toward Objectives)
(See Appendix 2 for tools)

Guiding Question: Are students making progress as demonstrated by a portfolio system?

Process and Significant Findings

To structure both the student and tutor surveys (Appendix 3), CEFS enlisted the help of a "design committee." The committee was comprised of students, tutors and staff who worked together on all aspects of the surveys. CEFS wanted to accomplish two goals with its surveys: 1) determine what improvements they could make to retain both students and tutors for longer periods in the program and 2) develop the means to anticipate and overcome potential obstacles. To accomplish this, the design committee began a collaborative process of evaluation that proved challenging. Students, tutors and staff brainstormed strategies and then successfully implemented and carried out their plans. Two surveys were produced as a result of this collaboration: a **Student Satisfaction Survey** and a **Volunteer Satisfaction Survey.** It was informative for those involved to discover how demanding the process of instrument development and evaluation is.

Compromises were made on the format of the surveys, wording of questions, logistics for gathering individuals from seven counties together, and keeping the number of participants manageable. With these considerations in mind, the committee developed the two surveys through several stages.

An initial draft of each survey was written and field tested with a group of participants who were not members of the design committee. Based on responses from the field test, each survey was revised and again field tested. In its review of the surveys, the committee examined wording, language levels, readability and extraneous data. Changes were made in typeface and the manner in which questions were grouped. Questions not pertinent to the goals of improved retention were discarded. The surveys were kept short and were structured to encourage the widest voluntary participation.

The committee decided on three methods to obtain the survey data:

1. unmatched tutors/students received mailed surveys with an explanation and a return envelope;
2. classroom students received surveys via direct distribution and returned them in a collection basket;
3. active tutor/student matches got both surveys in one envelope that was mailed to the tutor with instructions for confidential handling of the student form (staff wanted to be sure tutors did not read student forms and influence student responses).

The student survey had a 29 percent response rate, and the volunteer tutor survey had a 26 percent response rate. Not every item was marked by every respondent. Because of this, the percentage of respondents indicating each satisfaction rating, or relative frequency of response, was taken. Percentage scores were used rather than raw numbers so questions with fewer responses would not have undue leverage in the composite picture.

Student Survey

Major changes in the student survey forms involved format and wording. A one-page format with large type was used, and questions were reworded to clarify and allow adult students a high degree of independence in completing the survey. The option of receiving assistance with the survey was made available to all students.

All participants in the survey were actively engaged in some phase of the literacy program. Students were asked to rate on a 5 (excellent), 3 (satisfactory), 1 (unsatisfactory) scale certain aspects of the program such as match with tutor, satisfaction with tutor or teacher, the work the student did, student newsletter, workshops they attended and overall satisfaction with the program.

Among the findings, students indicated overwhelming approval of all types of study except job skills, most felt lessons were appropriate and at the right levels, and all felt they read better. In addition, students generated suggestions for ways to learn life skills such as using money, balancing checkbooks, measuring, etc. CEFS staff affirmed that the students know the areas they should concentrate on and that they can select and accomplish meaningful goals.

Obstacles to student attendance were somewhat surprising. The most significant problems were listed as health and student job hours; less significant ones were car problems, lesson times and personal problems. No one marked child care as an obstacle even though child care was expected to be an issue based on prior research and experience.

Volunteer Tutor Survey

In the process of developing the volunteer tutor survey, the design committee considered many factors. Active tutors were interviewed to determine what questions they felt should be asked. To these questions were added others generated by staff from materials reviewed from other programs. A staff review of the initial draft resulted in questions being grouped in four categories: 1) materials, 2) activities, 3) matching information for pairing tutors and students and 4) continued support.

As a result of the analysis, several findings emerged: Tutors were generally satisfied with the availability and quality of materials and indicated a desire for more training and for the opportunity to do more networking with one another. Tutors were largely satisfied with the matching process and the amount and quality of information they were provided, but emphasized continuing support of the tutor/student match as crucial to success. Other findings indicated tutors felt a need for increased emphasis on public awareness. The greatest concern was the lack of a reading specialist to provide guidance.

Tutors indicated the most significant obstacles to volunteer participation were their personal time schedules and job conflicts. Other obstacles were health, personal problems or situations, transportation, location and the cost of long distance phone calls to maintain contact with the program.

Next Steps

CEFS's interest in the evaluation plan it produced is ongoing, and it targeted several areas for further action. CEFS continues its investigation into the specific problem areas listed on the survey forms and will add other areas not listed. The CEFS surveys have answered some questions staff had about student and tutor satisfaction levels, but posed many more challenging issues such as concerns for special-needs students. Results of the studies have gone to agency management and have resulted in praise and encouragement for CEFS staff involved in the LEP. At a future date, staff will include evaluation information from the LEP final report in proposal requests to funders. Meetings are used to inform all staff of the study and its implications for their community-based organization.

Tutors voiced greatest concern about the lack of a reading specialist. In follow-up conversations with CEFS staff, it was discovered a number of steps are being taken to address the issue of special-needs students. CEFS has arranged for a Literacy Volunteers of America reading specialist to be available on a consultation basis. Recently, CEFS held a training session for the *Project for Unique Learners in Literacy* (PULL). In addition, CEFS is investigating the use of the *Learning Style Profile* developed by the National Association for Secondary Principals. This device gives characteristics of special-needs students, serves as a screening instrument, and suggests techniques for teaching individuals with special needs. The entire issue of sensitivity to needs of special learners is being actively discussed by CEFS.

One other issue arose as a result of the surveys. That is how to more actively engage volunteers in the entire program process. CEFS is experimenting with employing one tutor (now a volunteer) five hours per week to work with other tutors in her area. This volunteer is enthusiastic and works much harder than required to spur the growth and interest of the others. Unfortunately, the organization does not have adequate funding to make this approach a "big-budget" item.

Conclusion

Experience in the LEP led CEFS to invest critical time on the front end of the evaluation process. This pre-planning resulted in fewer errors in the survey process. Staff did not wait for problems to come along but addressed issues such as design, field testing and confidentiality immediately. Participation also led CEFS to more fully involve adult learners at every level of the evaluation process. This team approach allowed adult learners to have input into the aspects of planning and development of programs relevant to them.

How to address the needs identified during the project remains a challenge. One CEFS staff member reflected,

> *Most of the activities which were suggested (by the surveys) have at one time or another been part of the proposed plan for program activities. Unfortunately, most also require increased staff time, commitment, more staff or additional funding. What becomes the problem for us now is that knowing our tutors need and want such things as more accessibility to a reading specialist and clearer guidelines for learner progress and annual tutor gatherings to share ideas, how can we provide these on our current budget? Or what do we cut out or reduce to exchange for them?*

CEFS faces the same problems other organizations face in determining how to bring about the changes involved in its study. CEFS stresses the value of self-examination in fostering strong programs and the increased opportunity for staff/client interaction in the developmental framework. Staff continues to be persistent in striving to bring the best possible literacy programs to the area.

NOTE: *This summary was synthesized from a full report developed by Linda Shanks and Evelyn Ledbetter of CEFS Literacy.*

Warner Lambert Company

Introduction

Warner Lambert Company is a confectionery manufacturing facility located in Rockford, Illinois. The company offers an in-house one-on-one tutoring program in which first and second-shift employees may attend class on company time two hours per week. Third shift employees may attend on their own time. The literacy program at Warner Lambert was established in 1989 and has expanded each year. All employee participation is voluntary and Warner Lambert provides a teacher/coordinator, all materials, supplies and on-site classroom space.

Purpose

Warner Lambert decided to implement a portfolio system based on three "Guiding Objectives": 1) to help students and tutors identify and assess student progress without the anxiety or fear sometimes associated with adult learning situations; 2) to help focus the learning process for both students and tutors on specific learner directed goals; and 3) to tap dimensions not addressed by standardized measures or by measures not sensitive enough to register effects. Literacy staff were sensitive to adult learners' feelings of anxiety and fear about evaluating progress. In order to participate in the facility's team environment, employees needed to improve their abilities to read, write and speak as part of a group. The addition of portfolios to the reading program is one step toward giving adult learners greater control over their learning and in boosting their self-confidence.

Level and Guiding Question

Warner Lambert literacy staff wanted to investigate two components of its program during the Literacy Enhancement Project. Both components were Level 4 evaluations. The levels and the guiding questions were as follows:

Level 4-Program Progress (Progress Toward Objectives)

Guiding Question: Is a portfolio system an effective way to document student progress?

Level 4-Program Progress (Progress Toward Objectives)

Guiding Question: How effective is a newsletter in communicating student progress to management?

Process and Significant Findings—the Portfolio System

Warner Lambert staff approached the development of a portfolio system for reading in a logical and methodical manner. First, staff reviewed current literature on the subject of portfolios, then planned and carried out a successful tutor-training inservice on the use of portfolios (contact Warner Lambert for copies of training materials). Tutors were enthusiastic and anxious to begin the use of portfolios with their students.

Next, tutors were asked to use portfolios on a trial basis with one student, examine and list already accumulated student work that could be placed in the portfolio, and make suggestions for work to be added in the future. Student impressions of the process and what portfolios should contain were sought.

Tutors then developed a plan that stressed goal setting and student involvement. It was their job to "sell" students on the advantages of participation in the project. Staff met with each of six tutor/student pairs to assure mutually acceptable goals had been established, the process was clear to both tutor and student, and that portfolio implementation would take place. Finally, the new system was piloted over a four-month period. Staff then reviewed evidence of progress with each tutor/student pair involved in the project, soliciting their feedback and impressions on the value of the process and ways to improve it.

At the conclusion of the four-month trial period, Warner Lambert literacy staff distributed questionnaires to both students and tutors asking their opinions about the success of the project to that point (Appendix 4). Tutor response was overwhelmingly positive, indicating tutors liked using portfolios. They liked giving students "hands-on" responsibility for keeping a record of their progress. Tutors felt they were more aware of student progress and could see and concentrate on student learning patterns. Staff and tutors noted positive changes in students, with some students appearing more self-confident and upbeat than previously. Others noted students would now initiate conversations with teachers when they met in the plant, speak up more in department meetings, appear more animated and were willing to take some learning chances they would not take before. One student commented, "I learn very slow, but *I learn*!"

Next Steps

Warner Lambert staff previously relied on standardized pre- and post-assessment measures and tutor comments to determine the success of each student's program. While they will continue to use these measures, Warner Lambert will now add portfolios and evaluate them to help demonstrate student progress. As one staff member commented, "The addition of portfolios brings color and depth to what before was a two-dimensional, black-and-white picture of student achievement."

Warner Lambert will use portfolios to expand the scope of student involvement and responsibility in the reading program. It has noted several important points from its use of portfolios in the pilot study:

1. portfolios allow students to see tangible results of their efforts;
2. the student and tutor together can reach conclusions regarding the student's own degree of success;
3. goals are stated in writing by the student and are continuously appraised;
4. portfolios show progress in real terms. For example—
    - use of self-correction strategies
    - results noted by supervisors and family members
    - successful transfer of learner skills
5. improvements in self-image and self-esteem as noted as steps toward goal attainment.

Portfolios will play two significant roles: 1) gauging student success and 2) helping literacy staff draw conclusions from the accumulated information in the portfolios about the general impact of the reading program on the company.

Conclusion

Portfolios have been well received by tutors. In response to tutor requests to have an exchange of ideas and strategies about portfolio use, literacy staff scheduled a networking session. Staff noted, "This type of communication is expected to have both an immediate and long-term beneficial impact and, therefore, will be scheduled on a regular basis."

Warner Lambert staff summarized their feelings about the portfolio experiment in this way:

> *Portfolio assessment such as we are using in the Warner Lambert reading program is an alternative performance assessment that shows promise as an effective approach to tracking changes in literacy skills for adult learners. It appears the key to the successful use of portfolio assessment with adults is the active involvement of the learner through each step of the process — from setting learning goals to continuous evaluation.*
>
> *Successful portfolio assessment depends on communication between the tutor and the student in evaluating portfolio contents. This communication fosters a climate of mutual inquiry and encourages participants to take responsibility for their own learning. In addition, open communication helps to demystify the whole assessment process for students as they begin to see their input as having value to themselves and others.*
>
> *Portfolio assessment is a building block in the foundation provided by the company reading program. It contributes to the environment of continuous learning by giving our literacy level colleagues the assurance they are valued partners, capable of assisting Warner Lambert in achieving its world-class goals.*

Newsletter

Purpose

Warner Lambert staff were looking for a way to keep managers and supervisors informed of activities in the reading program. Previously, supervisors were unaware of program specifics unless informed by individual participants in the reading program. Managers were updated once a year with statistics such as number of students in the program, ethnicity of participants, and range of entry SORT (sight reading test) scores. Staff felt a newsletter would help keep management and supervisors informed of program activities, heighten awareness of student struggles and achievements, and encourage appreciation and recognition of students on their jobs.

Process and Significant Findings

The newsletter was to include student characteristics (number of students, shifts and department), specific student achievements, student comments, tutor feedback, supervisor comments, graduation and drop-out stories. Staff initiated the newsletter by advising students and tutors of the plan and soliciting their comments and suggestions. It is interesting to note that most students were enthusiastic about the plan, but some were wary of how the newsletter would be used. Staff dealt effectively with these concerns, including the matter of confidentiality. In the first issue of the newsletter, no student names were used. Students were impressed by seeing their accomplishments highlighted, and in subsequent issues of the newsletter most students wanted their names used. The option for using or not using a person's name is given to each student who submits an article for publication.

The first newsletter was well received (Appendix 5). It included a statistical overview of the program with a short explanation of why the newsletter was being published. It also contained information about two activities many students had been involved in — a city-wide writing project and a day-long student conference. A list of student accomplishments and an anonymous letter from a student rounded out the submissions. Staff gave a great deal of thought and planning to the first issue, considering such factors as length (two sides on one 8 1/2 by ll page), readability, and ways to make it eye catching and appealing. The original target audience for the newsletter was expanded from supervisors, managers and other staff members to include tutors and students. After the newsletter was distributed, a small number of plant staff and managers completed a feedback questionnaire. (Appendix 6)

The newsletter was praised for its focus on real people and their accomplishments. Respondents encouraged the literacy staff to make the newsletter available to all plant staff so that employees at all levels could become more aware of the reading program and its impact on their colleagues. Some managers commented that the program and its participants were now seen at a more personal level, and while individual perceptions of the program had always been good, now it was no longer an "abstract concept." Many suggestions were offered for topics to include in upcoming issues.

Reaction from both tutors and students was immediate and positive. Students commented they felt "less alone" in their learning struggle and were enthusiastic about contributions they could make to the newsletter. As a result of feedback from the first issue, staff made decisions to: 1) publish the newsletter quarterly, 2) keep the general format they had devised, 3) lower the reading level of future issues so that students could share in all aspects of the process, and 4) investigate the possibility of including the entire plant population in the distribution.

Next Steps

Warner Lambert staff, tutors and students will continue to publish the newsletter. Staff plan to look at the long-term effects of the newsletter on program participation. The newsletter is a valuable tool that enables staff to communicate with management about the reading program.

Staff also will use a more formal approach to gather feedback on future issues of the newsletter and will involve a broader cross-section of employees. With 83 percent of respondents indicating support and enthusiasm for the newsletter, Warner Lambert staff will continue to refine the content with each issue.

The success of the newsletter has prompted staff to consider other changes. Basic math classes have been added at the plant and have been well received by both students and management. Therefore, the "reading program" newsletter may eventually be expanded into a "basic skills" or "training" newsletter to encompass math and other skill areas as they are made available.

Conclusions

Warner Lambert staff has demonstrated a willingness to experiment with alternative methods for demonstrating student progress. They have planned and carried out collaborative efforts in both the teaching and reporting components. When asked by ILRDC staff to address how students perceive portfolios, important insights emerged:

> *Students see portfolios as evaluation vehicles that are much different from the traditional school report card. In fact, they are nothing like school evaluations as experienced in their youth. Our students view portfolios as an adult way of showing progress, using authentic documents that show how far they have come since entering the reading program. Students can see, touch, add to and refer to the visible results of their hard-won efforts. Portfolios send the message that the work they have done is valuable, worth saving and worthy of review. The time spent in achieving their learning goals is an investment in the future and in the students' ability to function at a higher level both on the job and in their personal lives.*

These statements reflect the importance of the link between adult learners' perceptions of themselves and their subsequent success in literacy programs.

Tutors also appear to benefit through the use of portfolios. "The portfolios provide a 'supporting skeleton' that requires organization and record-keeping. Portfolios frame the scope and uniqueness of each student's individually tailored curriculum, as designed by the tutor." For both tutors and students, progress (or the lack of it) can be viewed as work proceeds. Tutors collaborate with students to make mid-course corrections, thus making achievement a "shared effort."

For Warner Lambert, "portfolio assessment seems to be the missing link in the student evaluation process." They indicate they have learned the value of teaching goal-setting skills and of using positive reinforcement. Students learn goal-setting skills that are new to most of them. These valuable "skills transfer well to a team environment on the job in which they will be required to cross-train, manage time, problem solve and set personal and team goals. By referring to their past work in the portfolios, students see their achievements for themselves, thus encouraging positive reinforcement and building of self-esteem."

When reflecting further on the benefits of portfolios, Warner Lambert staff added the following comments:

> *The portfolios also help students see continuing progress in the work they are doing. In the past, students relied on tutors for affirmation of their successes. Now, by referring to their past work, they see their achievements for themselves.*
>
> *Another way the portfolio provides evidence of progress is by the changes in their writing skills that are not assessed at all in our standardized methods. Students are encouraged and motivated when they compare where their writing skills were when they began their portfolios and where they are now.*

Warner Lambert is an example of a work place literacy provider that pays close attention to detail and pre-planning. Warner Lambert's strategy of involving tutors and students in all phases of planning and obtaining their "buy-in" during the early stages of the project established a firm basis for success. They provided tutors with training and support and made all participants aware of the significance of the sometimes incremental progress that adult learners make. Warner Lambert literacy staff will continue to seek out and implement innovative ways to better their program.

NOTE: *This summary was synthesized from a full report developed by Patricia Seddon and Nancy Gramzow of the Warner Lambert Company.*

Common Place

Introduction

Since 1967, Common Place, a community-based organization, has worked on the South Side of Peoria to eliminate the root causes of poverty, racism and injustice through educational programs. The Adult Literacy Program serves non-readers through eighth-grade-level readers. Common Place offers both one-on-one tutors and small group classes in adult basic reading, writing, math, pre-GED and other basic skills. Common Place estimates more than 16,000 adults with literacy problems reside in the Peoria area and that only 30 percent of Peoria's south side residents over 25 years of age have completed high school.

Purpose

Common Place wanted to determine its progress toward the objective of preparing literacy students for the job market. Staff found that many students listed "getting a job" as a main goal upon entering the Common Place literacy program. However, in the course of working with literacy students, it was discovered that this was not in actuality an immediate goal for most of them. Participation in the LEP allowed staff to investigate the issue of goal clarification.

Level and Guiding Question

Level 4-Program Progress (Progress Toward Objectives)

Guiding Question: Are program participants who have employment as the primary short-term goal making progress toward this goal?

Process and Significant Findings

The Common Place staff person designated to participate in the LEP began the project by reviewing the most current literature available on job training for adults. She discovered an interesting statistic generated by Dr. Fran Tracy-Mumford in *Adult Education Connection* (Spring 1993). Tracy-Mumford's research indicated that more should be done with job training at the lower levels of adult education. The majority of resources, about 80 percent, are clustered at the upper end of the spectrum in most states while the majority of individuals functioning at the lower end of the spectrum are virtually ignored. In addition, the research indicated adult basic education programs do not have enough services available in occupational training.

Common Place decided to investigate the need for vocational study in its organization and developed tools to help structure and measure specific employment preparations. Prior to initiating these tasks, the staff person asked, **"What are our reasons for doing this project?"** She determined that they needed to know 1) how many students actually had employment as a major goal, 2) what the Common Place organization was doing to assist students to accomplish the goal, and 3) how Common Place staff and tutors could best guide and assess student efforts and success toward achieving that goal.

Two instruments were developed: a Job Exploration Checklist and a Job Application Checklist (Appendix 7). The checklists were designed to track participants' progress in self-awareness, exploring and narrowing appropriate job possibilities, increasing skills to improve employability, and contacting prospective employers.

Staff piloted the checklists with a small group of students. The revised checklists were then used with 13 students who listed employment as a short-term goal. Staff interviewed the 13 students monthly between April and September 1993. During the course of the interviews, relevant comments, observations and facts were recorded. Going one step further, the staff cross referenced student responses with tutor responses about students' progress and, when possible, with observations of family members or close friends of the subjects. Staff noted not only responses from the checklist, but also responses to interview questions. These job-related questions were carefully structured to be as non-biased and non-intrusive as possible.

During the project, Common Place staff interviewed all students. It was reported that of the 13 students involved in the project, seven who were unemployed in April were still unemployed in September. From data retrieved through the interviews, three primary factors were identified by students as obstacles to employment: **child care, transportation and low motivation.** While problems with child care and transportation were "expected" answers or traditional barriers, staff found the student discussion of low motivation particularly interesting. For example, one student reported he had been laid off and felt he would be rehired. According to staff, this belief hampered his efforts to seek other work.

Other reasons for low motivation were equally instructive. Staff found that previous negative experiences (real or perceived) encountered by students seeking work gave them a "helpless and hopeless feeling." For example, one respondent believed that a temporary job service gave preference to white males and only hired black males for the dirtier jobs. A respondent with health problems (epilepsy and alcoholism) felt employers were reluctant to hire him because of the medical liability they might face.

Other obstacles respondents related included not being able to support a family on a minimum wage job, difficulties with entrusting children to child care providers (from a respondent who had suffered abuse in her own childhood), poor English and communication skills, racism, and difficulty balancing employment and education at the same time.

Of the 13 students in the study, six persisted in the job-finding curriculum, six did not participate consistently in the program, and one dropped out of the program because of gaining employment. Reasons given for the six who did not participate included alcoholism, low academic skills combined with personal problems, establishing education as a priority over employment, and low motivation (2).

A number of changes in participants' goals were apparent during the evaluation period. The evaluator noted five of the 13 students showed no change, and one of the 13 dropped out of the program. One individual was undecided about making a job or basic education her priority (she is currently working). Four individuals replaced job priority with education. One person decided to postpone job hunting until he passed the GED test. The individual who earlier appeared to be in a state of denial about reasons he couldn't obtain a job expressed increased self-confidence about finding another job and, as a result, is taking a welding course at the junior college and doing independent work on cars.

The study indicates participants learned many things as they worked through the checklists with tutors and advisers. One participant learned how to calculate his paycheck stubs. He had not previously known how much he made per hour or how to calculate it. Many participants were now more aware of where to go for job counseling services, where to check for job vacancies, how to determine what jobs would be right for them, or which employers to contact. All participants became more aware of vocational resources in the literacy center, public library and in community agencies. Some learned word processing skills and how to construct resumes. A number of participants expressed surprise when they realized they had more skills than they thought. The study showed an increase in social and communication skills and adjustment of personal goals too.

Common Place staff encountered numerous challenges in the study. Not all data could be collected for a number of reasons including poor attendance and disconnected telephones. One student who planned to participate died from a gunshot wound, and one moved away without notice. While difficulties were encountered, the overall strengths of the study were not diminished. The study has 1) encouraged students to better prioritize their goals and better organize and focus their studies, 2) made learners more aware of their strengths and weaknesses, and 3) offered extra support to students who were more motivated to work toward their goals.

Project staff informally observed an appreciable improvement in attitudes toward employment in seven students who found jobs and/or continued working in the curriculum. Four participants showed no appreciable improvement in attitude, two elected to prioritize education over employment, and all students became more aware of job opportunities.

Next Steps

Another key question staff asked was, **"What will I do differently as a result of this project?"** As a result of the project, Common Place personnel are now interested in doing other evaluation projects to improve the instruction they provide and to better communicate with tutors and supporters. As a result of their participation in the Literacy Enhancement Project they networked more closely with other community agencies and plan to continue doing so.

An interesting observation made by one staff member was, "I have learned that employment is *not* an immediate goal for six of the 13 students in the Common Place Program." With this in mind, Common Place questions the value of having a more extended curriculum in job training. The director and staff at Common Place will consider if it is wiser to leave much of the job training curriculum to other agencies in the community that offer the service, while Common Place continues to concentrate heavily on basic skills.

Common Place staff plan to: 1) continue to have vocational assistance available to those students ready for the job hunt, 2) continue use of both checklists with students who have work as a goal, 3) investigate use of formal interest inventories for students making decisions about vocational study, and 4) compile and distribute a more complete list of community agencies with addresses and telephone numbers.

Conclusions

During the Literacy Enhancement Project, Common Place has made significant strides that will change the way services are delivered to students in their organization. Results have led them to re-evaluate and change curriculum; Common Place will continue to focus on basic skills to a greater extent than employment curriculum. They have learned the process of evaluation: trying an idea, gathering information/data that either confirms or denies the idea, and then making appropriate program changes. Their efforts demonstrate that small organizations can initiate and accomplish effective evaluation. They face the same obstacles as many other organizations—shortage of staff, shortage of time and lack of funds— but they did not allow any of these obstacles to block their taking the necessary steps to offer a quality program that meets the changing needs of students in their program.

NOTE: *This summary was synthesized from a full report developed by Scarlett Imhoff of Common Place.*

Rend Lake Community College

Introduction

The Rend Lake College Adult Education Program serves a rural and economically depressed region of Southern Illinois. The area has historically been characterized by poverty and high unemployment because of the volatility of its primary industries, coal mining and farming. Residents in both occupations have suffered severe economic setbacks in recent years because of problems in the mining industry and farm foreclosures. Area unemployment figures range from 10 percent to 27.9 percent with an average of 14.6 percent, more than two-and-one-half times the national rate.

Rend Lake Family Literacy Program serves entire family units by networking with Even Start, Head Start and Pre-K providers in an effort to break intergenerational cycles of under-education and under-achievement. The adult education component is presented in an open-entry, individualized format.

Purpose

Rend Lake wanted to develop a new method to assess adult student writing gains and outcomes. Staff felt the system should be based on an ongoing evaluation process that actively involves both teachers and students. Work samples, writings and other potentially useful artifacts were gathered to use in the evaluation of student progress. Staff also wanted to assist students in setting realistic goals and to foster their efforts to achieve those goals.

Level and Guiding Question

Level 4-Program Progress (Progress Toward Objectives)

Guiding Question: How well will writing portfolios document student progress?

Process and Significant Findings

Rend Lake entered the Literacy Enhancement Project with the goal of developing a writing portfolio assessment system that would document gains in writing ability as well as changes in attitude and self-esteem. They believed the portfolios could be scored to provide important information about student performance. The promotion of individual self-esteem would be a natural outcome of achieving this goal.

Program staff members engaged in a rigorous process to accomplish their goal. Several steps were involved in the process, including developing or overhauling procedures within the department (including intake procedures), developing student work portfolios, developing teacher portfolios, selecting work for the evaluation portfolio, developing a scoring mechanism with standard criteria and documenting the process.

First, intake forms were redesigned to provide all information needed for both the adult education program and literacy programs since they now work as one unit. Two separate goal and/or employability plans were developed based on an individual's level upon entry. There was one for lower-level students and another for higher-level students. (Note: The higher-level goal form has now been re-designed by a classroom teacher. It is greatly simplifed and use began in January 1994) Rend Lake chose a class of lower-achieving adult students with which to pilot the project.

Next, teachers were made aware of the need for students to write often. To better understand the steps involved in the portfolio process, an 11-point, step-by-step, portfolio information sheet was created and sent to each teacher at the beginning of the semester. (Note: This 11- point teacher information sheet was developed apart from the LEP, but is included in Appendix 8). Each writing would be kept in the student's working portfolio. Teachers would also keep a portfolio containing response sheets (citing reaction to various assignments) and anecdotal records for individual students. As predetermined times for student evaluation approached, each student would complete a post-writing sample. A favorite of both pre-and post-writing chosen by the student from his/her collection and a favorite chosen by the teacher for each student was placed in the student's evaluation portfolio and submitted to the central office. Students also responded to a "reflection sheet" in which they shared their feelings about their writing progress. This too was included in the evaluation portfolio (see Appendix 9 for Rend Lake tools).

The adult education director, literacy coordinator, adult education counselor and literacy technician were trained in holistic scoring by a qualified GED scorer. The holistic scoring involves dividing into teams to read through each portfolio using checklists to score each writing sample. The team members score each sample independently; yet upon comparison, there should be no more than two items scored differently. If there was disagreement, a third person (member of the other team) would score the sample. Reliability of scoring was strengthened by use of the checklists and scoring procedures. With time and practice, objectivity in scoring was attained. Once consensus was reached in scoring, one checklist was marked, and copies of the materials were returned to the student to examine his/her improvement in writing. (Note: Staff at Rend Lake found it was not feasible for office staff to score the student writing portfolios because it was difficult for objectivity to be maintained, and the time factor for scoring was too great. Therefore, effective January 1994 Rend Lake subcontracted with the holistic scorer who provided the initial training to score the writing portfolios and mark the score sheets.)

A challenging situation arose during the process of the LEP. The pre-writing samples had been gathered in September at the beginning of the school year. The teacher conducted several writing projects throughout the two semesters. The final writing sample, student selection, teacher selection, student reflection sheets and teacher's data were collected. When staff began analysis of the writing samples, a "very big flaw" was discovered. The initial writing sample was inaccurate because teachers and class volunteers had assisted the students with their pre-writing samples. Students were given spelling and sentence structure help rather than being allowed to use inventive spelling and their own styles of writing. The pre-writing samples, in short, were too good to be useful for a valid comparison.

Rend Lake staff consulted with the ILRDC team. The evaluation specialist suggested dropping the initial sample and using another student writing sample as the baseline. This was accomplished easily since student writings were dated and kept in their files. One student's writing sample is included in Appendix 10 as an example. The ILRDC team encouraged Rend Lake staff to examine student papers for changes in sophistication in expression and writing and apply their scoring protocol. By doing so, Rend Lake could measure student improvement in writing when it occurred. All teachers were made aware of the importance of allowing students to write completely on their own.

The importance of the comparison process was stressed, and the use of inventive spelling by students was deemed by all to be an important part of writing development.

Next Steps

Upon reflection, Rend Lake staff members felt valuable pieces of information had been gathered through their project. They discovered their redesigned intake forms need to be fine-tuned further. They found the goal-setting portion is still too difficult, even for GED students. Part of the problem may be the timing. Students are asked during the first class session to set comprehensive goals. On the first day, most students do not have long-term goals that will lead to the completion of their education and employment. Most goal sheets read, "Get my GED, Get a job, Study in class, Do homework, etc." Since a signed goal sheet is a program mandate, having them completed in the first class session is a necessity. Once class work begins, however, the goal sheets typically have been forgotten. To combat this, staff decided to photocopy each student's goal sheet and staple it inside the student's writing folder. Each time the student places a sample in the folder, the goals will be there for student reflection. In addition, teachers encourage goal changes as the class progresses.

Conclusions

Rend Lake is an example of a literacy program within a community college that uses its college resources well. Project staff worked in a collaborative manner with an approved GED grader to learn holistic scoring. Checklists for the Pre-GED and GED levels were developed with input from classroom teachers and the college developmental English department. By using resources within the college, project staff have developed a workable system of evaluation that does not cause undue stress on teachers or involve a great deal of cost. Rend Lake's methodical documentation of each step taken to develop the writing portfolio process will serve as a guide for other literacy providers interested in demonstrating student progress in writing.

As a result of participation in the Literacy Enhancement Project, Rend Lake has gone on to adapt and apply similar strategies in their college developmental writing classes. Staff have created lists of topics for pre- and post-assessment in developmental writing. They will use portfolios, checklists and holistic scoring to determine student writing progress.

NOTE: *This summary was synthesized from a full report developed by Barbara Bauernfeind and Tina Grounds of Rend Lake College.*

Rockford Area Literacy Council

Introduction

The Rockford Area Literacy Council (RALC) is a community-based organization in Northern Illinois. The primary focus of RALC is to recruit and train volunteer tutors in basic reading skills and to offer one-on-one instruction for adult learners reading below the ninth grade level. RALC estimates 32,000 residents in the counties it serves are in need of reading assistance.

Purpose

Over a two-year period, RALC staff noted an increase in the number of tutors who said their students felt they were not making progress in reading. As a result of the comments, staff decided to investigate student progress in the Structured Tutoring Program. RALC has a highly structured curriculum based on skills mastery. To complement this curriculum, RALC wanted a structured way to demonstrate how these skills were related and when/if they were mastered. The new tools would fulfill the dual purpose of demonstrating mastery and reminding volunteer tutors of the specific skills to be taught.

Levels and Guiding Questions:

Level 4-Program Progress (Progress Toward Objectives)

Guiding Questions: Are students making progress in the Structured Tutoring Program?

What instruments can we design to monitor student progress in the Structured Tutoring Program?

Process and Significant Findings

With the questions to guide them, staff formulated a number of goals/tasks and a rationale for each. First, they wanted to devise a visual system for students and tutors to **see** the students' progress. They believed some type of Progress Chart displayed in spreadsheet fashion could display the major skills the tutors were expected to teach.

Second, they felt a need to create a way for both tutors and students to see student attendance patterns. The goal was for students to discover the connection between reading progress and the amount of time spent learning to read.

The third area of concern was developing a way to let students and tutors know that supplemental reading was "expected." The use of a Reading Log to record the number of pages read and the amount of time spent reading would accomplish this goal. Again, staff hoped to demonstrate to students the relationship between progress and the amount of time spent reading.

Finally, the idea of a Summary Chart that would allow tutors and students to see patterns of progress or lack of progress was formulated. By pulling together the skill masteries, attendance and completed supplemental reading in the Summary Chart, students and tutors would be able to deduce reasons for progress or lack of progress.

Staff brainstorming led to the development of three instruments: a Structured Tutor Progress Chart, a Reading Log, and a Summary Chart (Appendix 11). Seven tutors were trained in the use of these instruments for the pilot phase of the project. Five of the seven tutor/student pairs actually used the forms. One student dropped out of the program, and another did not get started until September. Both tutors and students were asked to provide feedback on the forms. A majority of tutors felt the Progress Chart accomplished its goal of visually representing progress through the act of checking the skills students had mastered (they found this act reinforcing). All felt the chart provided a stimulus for reviewing skills as well as for thoroughly covering skills.

One difficulty arose relating to the time frame for the LEP. Tutors and students had been working together for some time before the form was introduced. Tutors felt using the chart after they were well into the lessons was more difficult and less effective than using it from the beginning. Some chose to go back to the beginning of the chart both as a review for students and to catch them up to where they actually were at in the program.

Interesting observations were made from the pilot of the Reading Log. Some students felt others might lie when making their entries, and higher-level students did not need four of the entries on the form (starting/stopping times and page number start/stop). Respondents indicated that being able to see the total number of pages read and the time spent reading was a positive reinforcer for students. One tutor said it was important for students to enter notations on the log because "students take ownership and have a sense of responsibility." The Attendance Calendar and Summary Chart received positive feedback as well. The calendar serves as both a visual representation of attendance and a reminder to students of scheduled meeting times. The Summary Chart serves as a visual representation of student progress. One tutor commented, "She (the student) now thinks about what and how she is learning and monitors herself."

When reviewing findings, RALC staff learned that more positive responses came from tutors who were willing to systematically use the charts. This confirmed their experience that much of the nature of response depends on whether the tutor believes the strategy will prove productive and on how much effort she/he is willing to expend in helping the student understand and implement the strategy. They felt the Progress Chart, Reading Log and Summary Chart helped tutors and students have a more comprehensive picture of progress. When the Progress Chart and Reading Log were used together, the students' awareness of the connections between the time spent reading, amounts of reading and subsequent progress in skill mastery and reading in general increase. As an added benefit, staff found the forms provided skill practice in identifying and spelling sight words, in using the clock to figure time, in counting, and in adding and subtracting numbers.

Next Steps

RALC continues the work it began in the Literacy Enhancement Project. Staff have recently trained two other groups of tutors to use the forms. They will gather data and evaluate findings from these groups. As a result of implementing use of the forms, staff will stay in closer touch with tutors and plan to offer increased support and encouragement.

Refinement of the forms continues. Improving and reformatting the Progress Chart is under consideration. Requests to include a Dialogue Journal (a writing component) to the tutoring program are being considered. A suggestion that the Summary Chart be revised to provide space for the anecdotal reporting is also being considered.

RALC staff have an ongoing interest in the role attitude plays in student success in reading. Although they did not formally look at "attitude," use of the Progress Chart provided a mechanism around which arose discussion about the influence of attitude on learning to read. One tutor reported a particularly "resistant" student who had not succeeded with two other tutoring methods became aware of how his feelings and beliefs hindered his learning.

Long-range plans include using future data to show correlations among the number of times the tutor/student meet, the number of pages read, the number of minutes spent reading and the number of sight words learned with the number of lessons mastered.

Conclusions

Two issues arose in the RALC project. One issue is how adults learn to read. RALC staff summarized in this manner:

> *In the process of devising the forms and piloting their use, we eliminated some variables that we had originally wanted to include: attitude, writing and comprehension. Their consideration, however, prompted a realization about what little research there is on the stages of reading for adults, about how adults best learn to read, and about the best combination of and/or sequencing of skill development with holistic teaching for adults who can give only two hours a week to one-on-one tutoring.*

RALC's desire to provide students and tutors with a visual representation of improvement addressed one area of how adults learn best. Interestingly, the need for teaching adults by use of all possible learning channels (including visual, auditory, tactile and kinesthetic) has been voiced as a concern at other sites during the Literacy Enhancement Project.

A second issue RALC deals with is how to maintain quality control in tutor programs:

> *We realized to an even greater depth how little control the staff has over the quality of the tutoring in our program beyond the initial training. Quality control may be virtually impossible in volunteer programs.*
>
> *By implementing the use of the Progress Chart we have become aware of the need to evaluate whether the tutors are actually teaching the skills they were trained to teach and whether they are teaching the student to transfer those skills to his/her life circumstances. Some tutors reported they were glad to have the chart as a checklist reminder for the skills to be taught and strategies to be used. We had hoped that by writing the extra steps into each lesson, tutors would have no doubts about the necessary parts of the lesson. The reports confirmed our suspicion that some volunteer tutors have a tendency to teach parts of the lesson, forgetting or choosing not to include the other steps that round out the lesson.*
>
> *It was clear one tutor who chose not to use the Progress Chart had deviated from the "official" program even though our intake assessment of the student indicated the student needed the program. We encourage tutors to expand their lessons from the core, skeletal*

> *program but not to eliminate it altogether (or large chunks of it), especially without consulting with the staff. We need to find out why tutors deviate from training and what effects the omissions are having on students' learning.*

RALC will continue to monitor this situation. How volunteers fit into the evaluation and quality program picture is a major issue for all volunteer organizations to consider.

NOTE: *This summary was synthesized from a full report developed by Virginia (Ginger) Tibbetts of the Rockford Area Literacy Council.*

Findings

The LEP has yielded a wealth of information about the many facets of adult literacy in Illinois. When the following issues are examined, it becomes apparent that policies must be established to institute and effectively deliver a consistent model for evaluation on a statewide basis. Has the ILRDC model proven successful? Will it be useful in this capacity, and is it worthy of replication on a larger scale? These may be determined, in part, by the observations, insights and findings from the project and their implications for the future of literacy efforts within the state and perhaps in larger areas of the United States.

While the field of evaluation offers many successful models that are not necessarily learner-centered, the importance of the collaborative effort in the LEP was never more clear than in the very real voice it gave to the most important and often least heard members of the collaborative team—the adult literacy students in Illinois. In that respect, the model has more than fulfilled its task of making needs heard and beginning the often difficult process of self-examination and change in literacy programs and policy.

The providers of literacy services in the 14 programs have also been given a new voice. They have expressed their hopes, concerns and desires to further the viability of their programs. All partners in the effort have been enriched by a process that allowed them to examine their commonalities and, at the same time, highlight and celebrate their differences. It has not been an easy process, and the expenditure of time and effort has been great. One finding is clear—evaluation can be successfully implemented and carried out in any literacy program and, while funding is critical to a program's existence, the LEP demonstrates that the desire of providers to self-examine and continually upgrade the quality of programs can override even the most dire financial circumstances.

We have discovered that while there may be many program designs, all have one goal: to provide the best services to adult literacy students in Illinois. Some of the observations that follow demonstrate painful reality, both on a personal level for adult literacy students, and as larger societal problems. With literacy's many facets, it is often difficult to separate personal and societal issues from the educational process. We will examine several areas and attempt to shed light upon what is currently happening in adult literacy in Illinois and conclude with recommendations and future plans.

What adult literacy students say. Insights to help us do "even better."

Adult learners send a message to literacy providers, governmental policy-makers, funders and the educational community at large that is loud and clear—"Increase Awareness." Certain awareness issues tended to resurface during the LEP as common to many sites. The messages are:

- Adult learners desire a voice in program design.
- Many adult learners are aware of skills they need and can assist their programs in building valuable basic and life skill areas.
- Learners want more opportunities to work collaboratively with program providers and are more likely to "buy into" literacy programs if they are part of a team.

- "Welcome to reality" is the message we heard. There is a need for increased awareness of the concerns learners face. Among those mentioned as concerns were job hours that conflict with education; overwhelming personal problems; child care issues; transportation problems; the challenge of supporting a family on a minimum wage job; discrimination and balancing family, work and education. Students also provided valuable reflection on why they are attracted to programs and why they leave and the retraining needs of the recently unemployed.
- One especially significant and recurring concern sighted by learners related to health and health-care issues and how these complicated their struggles to educate themselves and find employment. One student with health problems (epilepsy and alcoholism) felt employers were reluctant to hire him because of the medical liability they might face. Other students, because of low income levels, difficulties with the language or poor awareness of basic health care, have untreated medical problems.
- Although mentioned in only one site report, but indicative of a nationwide concern, is how crime affects the lives of students. It was best stated in a straightforward manner in this report that "one student who planned to participate died from a gunshot wound (Common Place report to the Literacy Enhancement Project, 1993.)" It forces us to ask ourselves how prevalent a factor this is in the lives of many of our students, and how we begin to address such a problem.
- Factors often taken for granted by the larger population may be problematic for adult learners. Communication is difficult, not only because of language barriers, but even in so simple a matter as telephone contact. Providers and students struggle daily to keep the lines of communication open, hampered by disconnected telephones and in attempts to deal with students that suddenly become "invisible." The sometimes transient nature of the adult literacy population is sighted as presenting equal difficulties in urban and rural areas with concurrent problems of families forced to live with relatives or friends (more often noted in rural settings), to the overwhelming issue of homelessness.
- Adult learners want an education, and many hope to find employment opportunities as a result. While these are their desires, they often face difficult futures. As one site noted in its report, "Students in Southern Illinois face unemployment figures that range from 10 percent–27.9 percent with an average of 14.6 percent, more than two and one-half times the national rate (Rend Lake report for the Literacy Enhancement Project, 1993)."

It was interesting that many student responses to survey instruments distributed by the 14 programs bore upon broader societal or "big picture" issues. While these are critical, equally as important were desires/observations that more directly affect the daily workings of local programs

- more class time, or classes offered at a greater variety of times to accommodate student needs.
- more access to and time for computer training and access to current technologies. This was noted in both urban and rural locations.
- in rural areas program locations may be miles apart and difficult for students to access due to transportation difficulties.
- sites that offer transportation would benefit from more funding and greater availability of service (noted in both urban and rural areas).

Adult literacy programs, state agencies and other funders must respond to the admonitions of students. The effort to support literacy endeavors must be comparable to the challenges students and programs face on a daily basis.

Where evaluation stands in 14 Illinois sites

As a tribute to the providers with whom we worked during the LEP, this section might better be termed **"Doing A Lot With Little."** We will reflect on conversations with providers during site visits and trainings, review report findings and attempt to put the issue of where evaluation stands into perspective. We begin by examining how sites perceived evaluation in the initial stages of the project, why they committed to the process and how they felt at the end of the project.

All site staff members voiced a commitment to some manner of program improvement, program change and a basic desire to improve programs at the grassroots level. This was clearly stated in their initial applications to the project and confirmed in subsequent conversations and by the amount of effort put forth to make this project successful. It is to their credit that staff remain generally optimistic (some appear "eternally" so) and want the message to be clear that grassroots providers are "out there" and keep working despite support (or lack thereof) or policy changes either in their favor or to their detriment. They are determined to continue and improve. They are able to maintain their optimism because, as they often related in conversations, they see how their programs make a positive difference in students' lives. For those sites committed to the LEP, implementing the evaluation framework and its goals was at first somewhat formidable. Sites recognized, however, these were necessary steps to move forward and revamp or enhance components of their programs to focus more on identified needs of learners.

We encountered challenges from the outset. One source of frustration to many participants was the ILRDC's constant admonition to narrow and focus the goals they wanted to pursue for the project. With few exceptions, this was an "across-the-board" issue for providers and ILRDC project staff. Providers submitted initial goals that were global in many respects. Their enthusiasm was inspiring, but they were constantly brought "back to earth" by ILRDC staff reminders that time was limited. They did not initially understand how much work these evaluation efforts would require, that goals needed to be realistic, and they needed to keep in mind that this project was only a small part of their job demands. Providers who participated in the LEP managed to juggle full schedules with constant job demands and still do a remarkable job.

They did their job, as we often discovered, with a shortage of time, staff and programs burdened by severe financial restraints. Some programs lost staff during the project, and two programs continued on with the sole responsibility taken by a single staff member (one for the entire evaluation process, the other for compiling all data and generating the final report). Despite this, there were few complaints.

The LEP tackled the issue of effectively providing information to large numbers of participants with varying degrees of expertise. This was especially difficult when explaining methods of data collection and techniques for quantitative and qualitative analysis. While all sites already generate required statistical data for reporting to state agencies and other funders, we asked them to also look at questions they needed to ask to create tools that would gather accurate student/program data in new ways.

The evaluation specialist and guest speaker at the sessions dealing with measurement and analysis did an exemplary job with limited time of relaying critical information such as "How to ask questions," "What is an acceptable response rate?," "How do you choose a sample to receive questionnaires?" and much more pertinent information. Support in these areas was ongoing with site visits to each location and dedicated time at each training session for providers and ILRDC staff to work together.

Time, ultimately, became one of the most critical factors. All would agree "it was too short for so ambitious a project." With training, instrument design and pilot, data collection and analysis, the one-year span of the project was prohibitive. As evidenced in the provider summaries, some sites were unable to complete the project in the allotted time. Of these sites, one experienced difficulty because evaluation was just one component of a broad multi-year program that continues today. Other sites could not dedicate the time or staff they wished because of conflicting job pressures and found designing and piloting measurement devices a formidable task. For some sites, the amount of work required to evaluate components of their programs was overwhelming, even with support. Testimony to the success of the project is that some programs that were unable to complete all aspects of the LEP continue to work toward final project goals on their own time.

What other issues do these literacy sites live with on a daily basis?

- the broad and complicated issue of how adults best learn to read, and how best to structure learning for adults who have little time to dedicate
- the role "attitude" plays in learning to read
- how Illinois family literacy programs attempt to constantly strengthen and understand the parent/child bond and the parents' roles as primary and most important teachers and how to break the cycle of intergenerational illiteracy
- how literacy programs that are community-college based can further utilize college support in expanding current programs and in fostering new growth
- how work place literacy settings meet the challenge to inform management.

What would staff members at these sites say their feelings about evaluation are at this point? Many would say they could not carry out further work without continued technical assistance and some method of supplemental funding. Most give the impression that "it's been hard, but worth it." The LEP involved a group of enthusiastic participants from 14 literacy sites who worked diligently in the project. They found the process demanding and it became apparent as the project progressed that adult literacy program staff cannot be expected to remain optimistic without support. The consistent, sequential technical assistance training that is necessary in Illinois will not be achieved without increased awareness and financial support by state agencies and other funders. The message is "Providers can't do it alone."

What providers and students learned about measurement and instrument design

Of the areas the LEP dealt with, this was one of the most challenging. The project highlighted the need for training in the areas of measurement and instrument design and made all participants aware of the need for more emphasis on continued development in the field. Participants were given the opportunity to learn about and experiment with new methods of showing progress. Qualitative measurement, new means of authentic assessment and alternative means of demonstrating both student and program progress were explored. For some providers, more grounded in traditional methods of quantitative measurement, the LEP afforded the opportunity for a cautious "first venture." The participants undertook tasks like designing surveys, questionnaires, checklists and open-ended questions in new ways. For some sites, development of new instruments and adapting and responding to new ways of thinking about evaluation was a trial-and-error process. All sites became more aware of the effort and multiple revisions it takes to produce solid measurement devices.

Along with the design of instruments, many sites took a critical look at issues of gender-bias, cultural sensitivity, and the need to ask non-invasive, non-intrusive questions. For sites used to a more traditional approach, this was a learning experience. One site generated an initial questionnaire with many questions to be asked of program participants in a short period of time. They discovered this format was not appropriate to their needs and, before revising the survey further, asked the ILRDC to provide an inservice on better ways to ask questions that resulted in their further paring the instruments and increasing sensitivity. This effort resulted in a brief, eight-question survey that has since been implemented in their district. Other sites spent time and effort not only refining and piloting their measurement instrument, but in analysis that led to curriculum recommendations and change.

These are but a few examples of what was learned by the 14 sites involved in the project. Evaluation and documentation remains an effort that is critical to the programs' future levels of support and existence. The LEP serves to remind all providers of literacy services that the process to document progress is becoming increasingly complicated, complex and tied to government. Site participants have all demonstrated an increased awareness of this need and have a "head start" over other Illinois programs not receiving similar opportunities for training and practice.

A special look at steps in the right direction—Portfolio projects

With the current influx of information about portfolios, we felt it appropriate to discuss approaches and observations on portfolio development found in the LEP. Two sites were involved in either on-site work place literacy portfolio projects or community-college-based work place projects linked with the business community. One project focused on the development of writing portfolios in a rural community college-based literacy setting. They were distinguished by the thoroughness of their efforts to document the entire process, thus providing valuable insight and information for other programs wishing to venture into portfolio use. These programs planned carefully, developed and instituted tutor/teacher training components on how to initiate portfolios, developed systems for holistic scoring, tracked progress of students/teachers/tutors, provided means of feedback from all parties and adjusted portfolios as necessary based on feedback. One expert observed the following after reviewing these projects:

> *Several excellent points are made: the use of portfolios requires a period of fine-tuning the instrument; formative evaluation of the instrument must include student feedback; teachers and students are both full participants in the implementation of the instrument; and portfolios can be incorporated into an existing assessment design. (Popp, Robert J., comments 1994)*

These providers began the process with a great deal of thought and always asked themselves if what they were designing would fulfill their desired project goal, thus bringing the evaluation process full cycle.

Other sites are in the earliest stages of portfolio development and have begun keeping files of student work and brainstorming lists of components which they would ultimately like their portfolios to comprise. They are involved in the initial awareness/realization of the distinguishing difference between portfolios as a mere catch-all for papers and the very different role true portfolios play in evaluation for specific purposes. All were actively engaged in learning more about portfolios and their possibilities as a means of authentic assessment. A distinguishing attribute of these sites has been their willingness to share information about the process they have gone through at local and regional conferences. The indication is that we may look to Illinois literacy providers for on-going interest in and experimentation with the portfolio concept.

Policy Issues

This project has once again revealed the discomfort adult education providers have with the instruments by which they are being judged. As demonstrated by their interest in alternative means of assessment, providers harbor a very real sense of antipathy toward the "straight jacket" requirements of their funders. Indeed, one site dropped out of the Literacy Enhancement Project because their funding source would not allow them to use anything but the intake form required to be submitted to the funding source. Although staff at this site did consider creating their own supplementary form to provide them with information useful for instruction and goal setting, they chose not to, partially because of the amount of work required. Another major concern was the additional stress it would put on students who would then have to complete several forms prior to any instruction. Among the LEP participants, many struggled with similar concerns about requirements of their funders and how to avoid "documenting students to death."

Through the course of the project, providers also expressed a great deal of frustration about how little "real" progress was demonstrated by pre- and post-testing of students using standardized instruments. The enthusiasm displayed for portfolio evaluation is a direct response to this frustration and an attempt to document progress more holistically. Repeatedly, providers shared anecdotes about students who came to class dressed better, began to look teachers in the eye, found their voices in journal writing, showed leadership in class, moved from simple phrase writing to sentence completion, and other "undocumentable", but significant indicators of progress. During the LEP, many providers struggled to find the means of relating these types of life changes in ways acceptable and meaningful to funding agencies.

Finally, LEP providers voiced the concern that although they regularly collect information on attendance, student demographics, and test scores for their funders, they rarely see that information being used by funding agencies. Providers commented that as far as they knew, the data they provided routinely "ended up on a shelf somewhere." The LEP gave them a chance to share their findings and data with each other and they expressed a desire for such information sharing to be more widespread.

The project offered providers a chance to both vent their frustrations with present accountability measures and seek to create others more reflective of the progress which they witness daily.

What's ahead? A look to the future.

The LEP has given us an opportunity to look at what 14 diverse literacy programs in Illinois are experiencing and what their needs are. While this evaluation process has given us a look at only a single component in most programs, what we have discovered in this brief look is that it appears most literacy programs would benefit from consistently evaluating program components on a continuing basis with a model applicable to all programs. Ongoing conversations with a number of sites indicate they are continuing to use the model to either complete projects already begun or to investigate evaluation of other program components. The belief that programs will continue to use the model is also supported by the overwhelming response we received when sites were asked if they had interest in continuing the project. Twelve of the original fifteen sites wished to continue the process.

The ILRDC continues to maintain contact with many of the sites. Some site personnel have acted as co-presenter's with ILRDC staff, giving presentations about the effect of using the model in their programs. The response at conferences has been strong and interested, especially from other grassroots providers who ask program participants questions such as "How do we begin?," "Where can we get this information?," and "Who can help us?" Additional information is provided to all interested parties. We have found that maintaining the sequential, ongoing nature of the project is critical and ILRDC staff continue to lend support to providers. This has enabled us to continue to foster the critical relationship with project participants.

Conclusions

Although these final portions of the LEP report are titled "Conclusions" and "Recommendations," they would best be entitled "Beginnings." Illinois adult literacy programs make each day a new beginning in many ways as they see past the challenges of providing services to adult learners to the end result of a more literate populace. Participants in the LEP have learned that evaluation can lead to new beginnings for their programs. They know the information gathered using a process of formative evaluation does not have to lead to reams of paper that end up on a shelf. They see that ideas and suggestions that come from conducting effective evaluation can be used to empower individuals to effect positive change. We conclude that any program can accomplish effective evaluation, but to do so programs need technical assistance training and the funds that enable this. Without the commitment to both training and funding, little may be accomplished state wide to build better programs.

Recommendations

Recommendations from the LEP fall into three areas—recommendations to the ILRDC, to local education providers and to state agencies.

Recommendations to the Illinois Literacy Resource Development Center

Generation of this final project report has been a time of learning and self-examination for the ILRDC. If funding is available the ILRDC should:

- Conduct a follow-up study/survey that looks at project impact.
- Take a more in-depth look at the critical area of instrument development. This area, in itself, is worthy of study. How do site staff think through the process step-by-step? Why do some sites suffer design difficulties, while others find the process smooth? How do Illinois literacy sites look at instrument development and how important a role do they feel it should have in the evaluation process?

- Continue to refine and provide sequential, ongoing collaborative technical assistance to adult literacy sites in Illinois.
- Expand technical assistance activities to additional sites in Illinois.
- Add a mentorship component to the project that would involve more sites and have the potential to move the effort forward nationally.
- Continue to educate funders and policymakers about program and learner evaluation which is grounded at the local level. As the state continues to develop measures and standards for quality program indicators in adult literacy, the ILRDC staff will share the lessons learned and usefulness of this evaluation model with state officials.

Recommendations to Local Education Providers

- Continue working in teams on evaluation projects.
- Involve learners at all levels in program development/evaluation.
- Accept evaluation as an opportunity to improve programs. Be open to the challenge and cognizant of the amount of effort it requires.
- Inform funders, both public and private, of the many ways student progress can be measured.
- Share program development and evaluation information with others within the programs, locally, and at regional and state conferences. Be vocal.
- Seek out and actively participate in policy discussions that affect your programs. Be proactive.
- Show that alternative assessment can be used successfully to demonstrate program and learner development and progress and that a variety of evaluation methods may be used at the program level.

Recommendations for State Agencies

- Use the opportunity the Quality Programs Indicators provide to foster ideas of alternative means of demonstrating student and program progress. Expand, don't narrow opportunities.
- Provide funds and technical assistance for program development and evaluation to providers of adult literacy services. Accountability will be attained with expanding skills of local providers.
- Fund special projects, like the LEP, that give opportunities for intensive training to literacy providers.
- Actively involve local providers in development of a statewide evaluation plan.
- Disseminate findings and data collected from currently required statewide tests and measures to local providers. Do so in a manner that makes these findings useful and informative.
- Coordinate more effectively with other agencies and eliminate duplication when possible.

The ILRDC program development and evaluation model has demonstrated that local providers and adult literacy students can and must be intimately involved in developing their evaluation systems. One key to the success of this model lies in the ongoing support that the ILRDC staff and evaluation specialist provided throughout the entire process. Teaching local providers to create and implement their own evaluation plans instead of prescribing a **predetermined** evaluation plan gives the providers knowledge and experience that is everlasting.

We enjoyed the process. The ILRDC joins with providers and literacy students in Illinois in looking forward to new "Beginnings."

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Biographies

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SUZANNE KNELL, Executive Director of the ILRDC, has 17 years of experience in a variety of areas including evaluation, work force education, family literacy, research, policy and administration of local and state programs. She has co-authored several reports in family literacy, work force education and state policy. Knell has also worked with several national organizations on special projects and in advancing national policy.

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Suzanne Knell, Executive Director, ILRDC

Appendix 1

Literacy Enhancement Project Selected Sites

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Appendix 2

CEFS Literacy

Developed by: CEFS Economic Opportunity Corporation

NOTE: CEFS developed a portfolio checklist at this level. However, due to the time constraints of the Literacy Enhancement Project they were not able to field test, analyze and report the result of this instrument. The instrument continues to undergo revision.

Level 4 (Program Progress)

Guiding Question: Are students making progress as demonstrated by the portfolio?

Portfolio Checklist

Intake Form

Date

Student Data Sheet (lab)
Initial Assessments SORT-R ____________
TABE ____________
Read ____________
Phonics ____________
Later Assessments SORT-R ____________
TABE ____________
Read ____________
Phonics ____________

Curriculum Options	Suggested Items	Date Started	Date Completed
Reading			
Word Recognition	Reading Skills Checklist		
Phonics Analysis	Annotated Reading List		
Structural Analysis	Scores From Software		
Comprehension			
Vocabulary			
Literal			
Interpretive			
Critical			
Oral	Tapes Of Oral Reading		
Survival			
Writing			
Letter Information	Student Data Sheet		
Sentence Structure	Personal Writing		
Capitalization			
Punctuation			
Grammar & Usage			
Word Choices	Scores On Software		
Spelling	Scores On Tutor/Tchr Tests		
Organization			
Central Ideas	Writing Samples		
Supporting Detail	Diaries/journals/letters		

Curriculum Options	Suggested Items	Date Started	Date Completed
Writing (contd)			
Length			
Complexity			
Math			
Addition	Kumon Math Tests		
Subtraction	Tutor Prepared Tests		
Multiplication	Software Scores		
Division			
Measurement			
Math For Daily Life			
Map Skills			
Estimation			
Fractions			
Decimals			
Percents & Proportions			
Basic Algebra			
Job Related Studies			
Job Application	Copies Or Samples		
Resume			
Job Skills	Skills Checklist		
Interview Skills	Mock Interview, Checklist		
Attendance	Attendance Record		
Personal Growth			
Confidence	Self-rating Chart		
Interaction With Peers	Anecdotal Records From Student Or Tutor/instructor		
Enthusiasm			
Values			
Learning Styles			
Style Assessment	Copy Of Assessment Results		
Indiv. Learner Plan	Copy Of ILP		

Appendix 3

Developed by: CEFS Economic Opportunity Corporation.

Student Survey County______________ Code_________

☐ 1-1 ☐ LAB ☐ ESL ☐ GROUP ☐ JAIL

Rate the following on a scale of: 5=excellent, 3=good, 1=poor

The way you were matched with a tutor	5	3	1
Your tutor or teacher	5	3	1
Work or papers you do with your tutor	5	3	1
The student newsletter	5	3	1
Workshops you have gone to	5	3	1
How happy you are with CEFS literacy program	5	3	1

Rate how well you like to work with:

Reading	5	3	1
Spelling	5	3	1
Writing	5	3	1
Math	5	3	1
GED	5	3	1
Job Skills	5	3	1

What other things would you like to work on?____

____

I find lessons: ☐ too easy ☐ just right ☐ too hard

Is your reading better?	☐ yes	☐ no
Do you read more now?	☐ yes	☐ no
Are you working toward your goal?	☐ yes	☐ no
Do you know about CEFS events?	☐ yes	☐ no

Do any of these make it hard for you?

☐ Health ☐ Childcare ☐ Car problems ☐ Moving
☐ Job hours ☐ Personal problems ☐ Lesson times

Do you have other ideas to share?____

____

Thank you for helping us make the program better. If you need help with this form, please call (217) 347-7033 and ask for Judy.
(5-93)

Developed by: CEFS Economic Opportunity Corporation

CEFS Volunteer Survey

County______________ Code_________

BASIC READING____ ESL____ SUCCESS CONNECTION____ VCC/JAIL____

Rate as 5–Excellent, 3–Satisfactory, or 1–Unsatisfactory each of the following areas of our program. Circle the number.

Availability of tutoring supplies and materials from the program	5	3	1
Availability of supplies, materials from local libraries or other sources	5	3	1
Quality of materials available	5	3	1
Availability of age/interest appropriate materials	5	3	1
Availability of survival skills materials	5	3	1
Availability of up-to-date materials	5	3	1

Suggest any specific area where you feel more materials are needed: ____________________

Your opportunity to participate in the literacy program activities	5	3	1
Recognition or social events	5	3	1
Training programs or workshops	5	3	1
Community awareness activities	5	3	1
Utilization of experienced tutors as resources for training and workshops	5	3	1
Utilization of tutors in program planning and review processes	5	3	1

Are any of these obstacles to participation for you:

Health____ Transportation____ Personal____ Job Conflict____ Scheduling____

Suggest any other obstacles you have encountered:______________________________

Adequate information is provided when tutor/student are matched	5	3	1
Availability of assessment information for planning lessons	5	3	1
Availability of intake information for goals and objectives	5	3	1
Guidelines for recordkeeping of learner progress	5	3	1
Thoughtful consideration given to tutor/student match	5	3	1

Suggest any additional information that would be helpful. ____________________

Adequate and continuing help is provided after match is made	5	3	1
Convenience of contact with program personnel	5	3	1
Flexibility of staff	5	3	1
Empathy of staff	5	3	1
Professionalism of staff	5	3	1
Adequacy of program recordkeeping	5	3	1
Availability of access to reading specialist for guidance	5	3	1
Availability of additional training seminars, workshops	5	3	1
Helpfulness of newsletter information	5	3	1
General satisfaction with the tutoring experience	5	3	1

Suggest any areas of concern or need this evaluation does not address.______________________

____

THANK YOU FOR YOUR TIME AND COOPERATION. IT IS OUR INTENTION TO MAKE THE PROGRAM RESPONSIVE TO YOUR NEEDS. YOUR SUGGESTIONS WILL BE CAREFULLY CONSIDERED AND YOUR CONFIDENTIALITY IS ASSURED.

Appendix 4

Portfolio Feedback Questionnaire

Developed by: Warner Lambert Company

Tutors, please complete the following with your student.

STUDENT:______________________________

TUTOR: ______________________________

Students: Thank you for taking the time to help your tutor and us with this form. We value your opinions and comments.

Nancy and Pat

Do you like or dislike using the portfolio with your tutor?

What are your suggestions for changing or improving the portfolio process?

Does the portfolio make you more aware of your progress? In what ways?

Do you want to continue using the portfolio while you are in the reading program? Why?

ADDITIONAL COMMENTS:

Portfolio Feedback Questionnaire

Developed by: Warner Lambert Company

The following information is needed for the final report to the Illinois Literacy Resource Development Center. **To be filled out by the tutor.**

Please return to Nancy by 8/31/93.

TUTOR: ______________________

STUDENT: ______________________

Do you like or dislike using the portfolio with your designated student? Please elaborate.

What are your suggestions for changing, improving, or adjusting the general portfolio process?

Does the portfolio make you more aware of student progress? If yes, in what ways? (please give specific examples.)

If no, please elaborate.

Do you want to continue using the process with the above student?

What changes would you make if any?

Do you want to start using portfolios with your other students?

Additional comments

To: Enid May 4, 1993

From: Nancy

Topic: Student Portfolio

I have been reviewing your "How Do I Begin?" sheet for Jeong. It looks like you are off to a strong start. I like the binders you have set up for her and your other students.

I notice that you have listed the setting of goals as something you will start to do with Jeong in the near future. It is so important for her to have concrete, attainable objectives toward which to work. I know you will do this with plenty of input from her. If she is involved in this early part of the decision-making process, she will take more responsibility and ownership in working to achieve her goals. Please make sure that her goals are in writing. In fact, it would be best if she did the writing herself.

The other things you noted (lists of books read, computer work, journal, written exercises, articles, stories and evaluation) are excellent ways of showing progress and achievement. Please go forward with all of these.

Part of the purpose of keeping a portfolio is to collect evidence of measurable progress. The gathering of data will be an ongoing process. We will review Jeong's portfolio again in July.

In the meantime, I would ask that both of you do ongoing reflection on the entire portfolio process—what you like and don't like, what you would change, including suggestions from both you and Jeong for improving things. Your input is important.

As I stressed in the workshop, portfolios are strongly student centered; therefore, I am asking all the tutors to closely involve their students in all stages of development as we watch the portfolios mature.

Please feel free to critique what we are doing and to share your innovative ideas with me and the other tutors. We are in this together with the overriding objective being to improve the services we give our students and the company, by addressing the issues of evaluation. In addition I appreciate and encourage your suggestions for ways that I may strengthen my part of our work together.

Thanks Enid, for your enthusiastic participation!

Appendix 5

■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

READING PROGRAM News

May/June 1993 Issue

WELCOME... To the inaugural issue of a new reading program newsletter. Its purpose is to bring together, in one place, the latest and greatest from the reading classroom -- *news about new students starting the program, graduations, individual triumphs and group events.*

We hope you enjoy this and all future issues as we intend to publish one every other month. *Copies will be distributed to reading program staff and students and routed to mini-plant and core department staffs.* We'll be following up to get some specific feedback, but we welcome all your comments and suggestions.

The idea for starting this newsletter came from a new statewide literacy evaluation project. *Our program was chosen as one of only fifteen in Illinois to participate.* Using a newsletter as a communication tool is one of our two goals for this project. The second goal involves non-standardized evaluation methods for our students. More about that goal in our next issue...

STUDENTS PARTICIPATE IN CITY-WIDE WRITING PROJECT

Out of the total 33 students in the Warner Lambert Reading Program, *24 have submitted written works to be published in a community booklet.* This project is sponsored by the Rockford Public Library and the Rockford Area Literacy Council. Its purpose is to encourage literacy students to get comfortable with writing.

The writing samples that were submitted by our students include stories about:

- pride in children and grandchildren,
- the highs and lows of owning pets,
- interesting family histories, and
- adventures in coming to America.

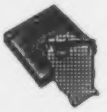
A booklet containing all the Warner Lambert submissions will be routed for your reading pleasure. Enjoy!

* * *

LETTER FROM A STUDENT

The following letter was dictated by a student to her tutor...

"I really didn't believe that we were getting computers in the classroom. When they finally were here, I was scared. I was most afraid that I wasn't going to be able to work on the computer. I wasn't sure that I could do it. My tutor gave me the confidence to try and also that I could do it. I didn't know it was that easy. It made me feel good when I could sit down and work on the computer. It made me want to try other things that I thought I couldn't do. I am learning new words and new skills. Thank you Warner Lambert for letting us have the computers."



STATISTICS OVERVIEW

# Students	Department	1st Shift	2nd Shift
20	Confectionery	11	9
5	Extruded Gums	3	2
4	Promotions	1	3
2	Facilities Engineering	1	1
31		16	15

NOTES:
-- Two additional 3rd shift students on hold pending return to 1st or 2nd shift.
-- Eight of 31 students began classes after 1/1/93.

1993 SPRING RALLY

Eight members of the reading program staff and eight students were *motivated and energized* at the '93 Spring Student Rally on 4/3/93 at Rock Valley College.

The second annual day-long conference included several workshops such as, "Get Your Life on a Roll," "Raise Your Right Hand Against Fear," and "Challenges and Choices -- Overcoming the Odds." It also featured some student success stories, including one by one of our students. She spoke about the hardships she has faced in her life and the success she has experienced since starting the reading program.

Much volunteer time and effort was also put into this rally by two valued members of our program staff -- **Nancy Gramzow** and **Melissa Wojciechowski**. Thanks to both of you for helping to make this rally a tremendous success!

GRADUATIONS AND ACCOMPLISHMENTS

As noted in the table on the left, we've had eight new students start in the program since the first of the year. We've also had several graduations and a number of exciting accomplishments by our students.

- One student had a goal of passing the fork truck driver's test -- and he did it! Now he is an enthusiastic member of the Base SMWT.

- Another student, a native of Mexico, had a goal of becoming a United States citizen. She has now completed her application, the first step in the citizenship process!

- One student's dream for many years was to obtain his G.E.D. certificate. After working with his tutor for several months and attending G.E.D. classes, he has done it!
- And finally, one graduating student has passed one section of the G.E.D. and continues to study in order to pass the rest. She also improved her word attack and comprehension skills from the grade school level to the college level!

We're proud of all our students' accomplishments and congratulate them (and their dedicated tutors) on all their hard work!

NEWSLETTER EDITORS

Publication of this newsletter is the responsibility of Pat Seddon (5776), Literacy Program Coordinator, and Nancy Gramzow (5937), Educational Consultant. Please contact them with your comments and suggestions.

Appendix 6

Reading Newsletter Feedback Questions:

Developed by: Warner Lambert Company

1. What did you like about it?

2. What didn't you like? why?

3. Do you feel you know more about the program than you did before? in what way?

4. Does it change your perception of the program in any way? how?

5. What changes would you recommend?

6. Do you want to continue to receive it? if not, why?

Appendix 7

Job Exploration Checklist

Developed by: Common Place

Date ____________________

Student ____________________

Tutor ____________________

Reading Resources	Date Read	Community Resources	Contact Date
The World of Work		JTPA, Private Industry Council	
Out of Work		IL Job Service	
Occupations		ICC Placements	
What Color is My Parachute		Project Opportunities (ICC,P.A.)	
How to Get a Job and Keep It		DORS	
More Than a Job		Renaissance (Friendship House)	
Ready to Work		Urban League	
You're Hired		Manpower	
Observer ads		Peoria Co. Job Hotline	
Journal Star ads		Bradley U. Placements	
Dictionary of Occupational Titles		Individual employers (list)	

These are jobs I have held: ____________________

____

These are jobs I want: ____________________

____

How has doing the things on this checklist changed your thinking about getting a job?

____

Application Checklist

Developed by: Common Place

Date________________________ Student ________________________

Tutor ________________________

Success Factors	Date Completed	Satisfactory	Needs More Work
Sample application forms completed (3)			
Resume			
Discussed skills and strengths with tutor			
Roleplay of telephone interview			
Roleplay of personal interview			
Discussed proper grooming and dress			
On time for appointments			
Discussed appropriate behavior			
Speech clear and pleasant			
Good eye contact			
Know common interview questions			

Record of Applications

Date	Company	Contact person	Result

Appendix 8

Portfolio Information

Developed by: Rend Lake College

1. Date all writings.
2. Save first writing.
3. Write often — at least every week for day classes and every other week for night classes, if it is not possible to write every week. Save the writings in the students' portfolios.
4. As the semester nears the end or if you know the student plans to quit coming, have the student select his/her favorite writing from all he/she has done.
5. Teachers select a favorite for each student from the student's collection.
6. Get a last writing or a post writing sample.
7. Take all other writings from the portfolio leaving only the pre, post, and favorite writings.
8. As you assign each writing to the students, jot down brief notes on the Assignment Response Notes sheet stating important information about each assignments. e.g. Students like writing about their children. Students had mixed reactions to this assignment. etc.
9. After the student has looked over his/her pre, post and favorite sample plus your favorite sample, ask him/her to fill in the Student Reflections sheet. This asks why they chose to include what they did, and how they view changes in their writing. This is a very important sheet in the evaluation process.
10. Teacher's Reflection sheets include a sentence or two as to why you chose the writing you did for each student, and an anecdotal record about that student. These anecdotal records can be filled out any time during the semester that you see notable actions demonstrated by the student. e.g. Excitement about writing, overcoming fear of writing, etc. These notes need be only that — notes; not lengthy essays on student progress. Just date the note as it is written. State monitors will appreciate a few bits of good information written at different times, rather than an essay prepared at the end of the semester.
11. Finally, place these 4 writings, class assignments response, student reflection and teacher reflection sheets into the portfolio, bundle all of the portfolios together and get them to this office. We will holistically score these writings using the appropriate checklist, make a photo copy of them and send the copies to you for return to the student. We will keep the original writings and response sheets in the students' folders. The class assignment sheets will all be kept together in one folder by semester. This should serve as a quality indicator of student progress.

If you have any questions, please call me concerning this. It probably would be best to start gathering the materials together to be sent in shortly after Thanksgiving. If a student drops out during the middle of the semester, at least we have a pre- and post-writing as well as a teacher favorite. Those can be scored and serve as some sort of progress indicator. This will cover us, to some extent, when we don't have post-testing scores.

Again, unrelated to portfolios, but please note scores on pre- and post-work in the GED or Pre-GED text book chapter tests. These recorded scores will also serve as an indication of progress.

Appendix 9

Rend Lake College Adult Education Student Information

Name:____ Date:__________________

SS#:______________ City: ____________________ State: ______ Zip: ______________

Directions to Home:____

Phone:____________________ Emergency contact person:__________________________

Marital Status: Single____ Married____ Divorced____ Separated____ Widowed____

Ethnic Origin:______________________ Languages Spoken______________________

Sex__________ Age________ Birthdate______________________________________

Children	**Birthday**	**School**	**Teacher**

Child-Care Provider:____

Are you receiving financial assistance from:

☐ Public Aid AFDC Benefits AFDC Case Number:__________________

☐ Food Stamps Only ☐ Social Security ☐ SSI ☐ VA

☐ General Assistance ☐ Unemployment ☐ Other ______________

Educational Data:

☐ GED Certificate, Date received ________ ☐ High School Graduate ,Year _______

Last Grade Completed ______________ School Attended ________________

☐ Special Education ☐ Speech Therapy ☐ Remedial Reading

Have you been in the Adult Education Program in the past (ABE/GED/Job Skills/Nurses Aid) ☐ Yes ☐ No If yes, list class

Have you been in a vocational/college program? ☐ Yes ☐ No

List class/es ____

How did you hear about this program?

Referred by: Name:____

Address: ____

Special Factors Affecting Participation in Adult Education classes:

☐ None
☐ Handicapped
☐ Clothing
☐ Child Care
☐ Teenage Parent
☐ Ex-Offender
☐ Limited English Proficiency
☐ Substance or Alcohol Abuse
☐ Family Circumstance
☐ Housing
☐ Older Worker
☐ Other ____________________
☐ Basic Skills Deficiency
☐ Long Term Unemployment
☐ Child Support
☐ Transportation
☐ Veteran

Are you presently under a doctor's care? ☐ Yes ☐ No

Employment Information:

Vocational Training/Certificates or Licenses:

Identify ______________________________ Up to date? ☐ Yes ☐ No
______________________________ Up to date? ☐ Yes ☐ No
______________________________ Up to date? ☐ Yes ☐ No

Present Employment Status (Enter last job first)

☐ Part Time ☐ Full Time
☐ Unemployed seeking employment ☐ Unemployed not seeking employment

Name/Address	**Dates Worked**		**Duties**	**Reason for leaving**
	From	**To**		

Developed by: Rend Lake College

Testing Information — Office use only **Code #________**

SORT Pre-test Date________ Score______ Post-test date__________ Score___________

TABE Pre-test Date________ Rdg.SS______ GE_____

Post-test Date________ Rdg. SS_____ Math SS _____

Cops Interest Inventory Date________ Areas of interests______________________________

Information concerning my educational program such as test scores and progress reports may be released to the appropriate local, state, and federal agencies when necessary.

Signature: ______________________________

Class Location ______________________

A.M. ________ P.M. ________

Instructors

____

____

Evaluation of Student's Employability Educational Needs:

____

____

____

____

____

____

64

Developed by: Rend Lake College

Education\Employment Goals

My first objective is to achieve my #1 Educational Goal, which is:

Goal #1:

I plan to attain my #1 Goal by taking the following steps:

1. ____
2. ____
3. ____

After attaining my #1 Goal, I plan to achieve my second objective. For me, Goal #2 is:

Goal #2:

The steps necessary for me to achieve Goal #2 are:

1. ____
2. ____
3. ____

My **Employment Education Goal** is:

____

In order to gain a job in my chosen field, I plan to take the following steps as **Goal #3:**

1. ____
2. ____
3. ____

SIGNATURE: ________________________

DATE: ____________________________

Developed by: Rend Lake College

Name ______________________________ **Date** ____________

Some things I can do now are: (Examples: read some words, write some words, drive a car, take care of a house, care for children, cook, fix things, work at a job.)

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

Some things I want to be able to do in a year are: (Examples: read better, write better, do math problems, get a driver's license, take a trip, get a job, read to my children or grandchildren.)

1. ______________________________

2 ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

Developed by: Rend Lake College

Some things I want to be able to do in one to five years are: (Examples: get a better job, get my GED, plan a vacation, help my children or grandchildren with homework.)

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

The kind of job I would like to be able to do is: ______________________________

____

____

My favorite thing to do is: ______________________________

____

____

The way I would describe myself is: I am ______________________________

____

____

____

____

____

Signature: ______________________________

Writing Checklist

Developed by: Rend Lake College

	Yes	Needs Work	No
1. Understands the concept of words (spaces between words)			
2. Writing stays on the lines			
3. Writing moves from left to right			
4. Writes complete sentences			
Fragments			
Run-ons			
5. Sentences express one idea			
6. Writer stays on one subject			
7. Writer uses more complex words			
8. Spelling is satisfactory			
9. Capital letters used correctly			
10. Punctuation marks used correctly			
11. Understands the concept of paragraphing			
12. Content is appropriate			
13. Writer expresses himself/herself well			
14. Meaning of writing is clear and understandable			

Checklist A — TTG

Writing Checklist

Developed by: Rend Lake College

	Yes	Needs Work	No
1. Writing begins with a topic sentence			
2. Writing has supporting details			
3. Writing contains beginning evidence of transitions			
4. Writing contains beginning evidence of conclusions			
5. Writing contains beginning evidence of sentence variation			
6. Writing has subject unity			
7. Sentences are clear			
8. Writes complete sentences			
Fragments			
Run-ons			
9. Subject/verb agreement			
10. Beginning evidence of correct verb forms			
11. Capital letters used correctly			
12. Punctuation marks used correctly			
13. Spelling is satisfactory			
14. Content is appropriate			
15. Writer expresses himself/herself well			
16. Meaning of writing is clear and understandable			

Checklist B — PGED

Writing Checklist

Developed by: Rend Lake College

	Yes	Needs Work	No
1. Writing begins with a topic sentence			
2. Writing has relevant, specific supporting details			
3. Writing has sufficient details			
4. Writing has transitions			
5. Writing has a closing sentence (closing paragraph)			
6. Writing has appropriate title			
7. Sentences are clear			
8. Writes complete sentences			
Fragments			
Run-ons			
9. Subject/verb agreement			
10. Correct verb forms			
11. Capital letters used correctly			
12. Punctuation marks used correctly			
13. Sentences are varied			
14. Spelling is satisfactory			
15. Content is appropriate			
16. Writer expresses himself/herself well			
17. Meaning of writings is clear and understandable			

Checklist C — GED

Teacher's Reflections

Developed by: Rend Lake College

I chose to include this student's writing sample because:

Anecdotal Record

Some observations I have made concerning this student's writing growth (motivation, risk-taking, etc.):

Student Reflections

Developed by: Rend Lake College

After re-reading all of my writings in my personal portfolio,

1. I chose to include ______________________________ in my class portfolio because:

2. One way I noticed that my writing has changed is: ______________________

3. Another change I have noticed in my writing is: ______________________

4. I am pleased with my writing because: ______________________

5. I am not pleased with my writing because: ______________________

TTG responses will be dictated by student and recorded by the teacher or counselor. PGED and GED students will record their own responses.

Class/Assignment Response Notes

Developed by: Rend Lake College

Assignment: ____________________

Class response: ____________________

____

____

____

Assignment: ____________________

Class response: ____________________

____

____

____

Assignment: ____________________

Class Response: ____________________

____

____

____

Assignment: ____________________

Class response: ____________________

____

____

____

Literacy Student Intake

Developed by: Rend Lake College

Name: ____________________

Address: ____________________

City: __________ State: ______ Zip Code: ______ Phone: ______

Directions To Home: ____________________

Entry Date: __________ Message Phone: __________

Birthdate: ________ Age: ______ Sex: ______ Ethnic: ________

Soc. Security #: __________

☐ Employed part time ☐ Employed full time

☐ Unemployed-seeking employment

☐ Unemployed-not seeking employment

Avaliable Day	AM	PM	Eve		AM	PM	Eve
M				Th			
Tu				F			
W				S			

Have you been in this program before? ☐ Yes ☐ No

Tutor Preferences: ____________________

Site Location: ____________________

Site Setting: ☐ One-on-one ☐ Group

Assistance: ____________________

P.A. #: __________ Code: __________

Pre-test: __________ Pre-date: __________

Last Grade Completed: ______ School Attended: __________

H.S. Graduate? ☐ Yes ☐ No

☐ Special Education ☐ Speech Therapy ☐ Remedial Reading

☐ Other ____________________

Developed by: Rend Lake College

Reason For Leaving School: ____________________

Instructional Materials: ____________________

How Did You Hear About This Program? ____________________

____

Referred By: ____________________

Disabilities: ____________________

Children	Birthday	School

Additional Comments:

Student Orientation Hours:

Appendix 10

Some things I want to be able to do in one to five years are:

(Examples: get a better job, get my GED, plan a vacation, help my children or grandchildren with homework)

1. I wood likk to help myself
[illegible] batter to under stand GED.
3. I wood likk to help my children
[illegible] in homework.
5.

The kind of job I would like to be able to do is: To be a designer of houses.

My favorite thing to do is: help my childran in life batter for them.

The way I would describe myself is: I am nice to people. I trid to help people out. I trid to be safe for my kinds. I like to have lot of mony for the kids college school for them to do batter in life.

Signature Beverly

8-30-93
DAY

BEST COPY AVAILABLE

Writing Checklist

	Yes	Needs Work	No
1. Understands the concept of words (spaces between words)	✓		
2. Writing stays on the lines	✓		
3. Writing moves from left to right	✓		
4. Writes complete sentences	✓	(improved)	
Fragments			
Run-ons			
5. Sentences express one idea	✓		
6. Writer stays on one subject			
7. Writer uses more complex words			
8. Spelling is satisfactory		✓ (improved)	
9. Capital letters used correctly	✓		
10. Punctuation marks used correctly		✓	
11. Understands the concept of paragraphing	✓		
12. Content is appropriate			
13. Writer expresses himself/herself well		✓ (improved)	
14. Meaning of writing is clear and understandable	✓		

Checklist A - TTG

2-27-92

ALL My Chiadren

Aley and Brin is good together. But Brin is maryda to UAely and she is from chapan and I'n upgasn in look in there marrys. the Loll is in vell van in Brin and UAehy

mary. I hope Brin will marry

Aley soon. Andam is Aley

fothe and he is maryda to Airuka she is a riches lady on the show. She is work to keep her stow in Bensen UAely is good on the show. Brin is good on helping UAley to stane in U.S.A sesonshep she maryda Brin for that! And i hope Aly see that soon

Writing Checklist

		Yes	Needs Work	No
1.	Understands the concept of words (spaces between words)	✓		
2.	Writing stays on the lines		✓	
3.	Writing moves from left to right	✓		
4.	Writes complete sentences			
	Fragments		✓	
	Run-ons		✓	
5.	Sentences express one idea		✓	
6.	Writer stays on one subject	✓		
7.	Writer uses more complex words		N/A	
8.	Spelling is satisfactory			✓
9.	Capital letters used correctly			
10.	Punctuation marks used correctly		✓	
11.	Understands the concept of paragraphing		✓	
12.	Content is appropriate	✓		
13.	Writer expresses himself/ herself well		✓	
14.	Meaning of writing is clear and understandable		✓	

Checklist A - TTG

Student: Beverly Date: 6-28-93

Teacher's Reflections

I chose to include this student's writing sample because: The primary reason Beverly is going to school and trying to improve her basic skills is to help her children. The attached sample demonstrates her concern for her children's education and her improving ability to express herself in writing.

Anecdotal Record

Some observations I have made concerning this student's writing growth (motivation, risk-taking, etc.): Initially, Beverly was too embarrassed to attempt a class writing project; however, now she freely undertakes writing assignments and takes great pride in the finished products. She is still very frustrated about not being able to spell the words she wants to use to express her feelings.

Class: Ready For Reading Tutor Group, Mt. Vernon

Teacher: Nancy Kinsey

Appendix 11

Developed by: Rockford Area Literacy Council

My Reading Time Log

Name:____

Book / Title	Date	Time at Start	Page Number at Stop	Time at Stop	Start Page Number at Stop	#Pages Read	Time Spent

Structured Tutoring Summary Progress Sheet

Developed By: Rockford Area Literacy Council

	Can give the sound of the letter in lesson	Can say letter name and sound when shown capital	Can say either name and sound when shown lower case	Can write the capital form	Can write the lower case form	Can say the alphabet in order	Can write upper and lower case alphabet in order	Can see, blend and read CV	Can hear and write CV. Auditory drill.	Can see, blend and read VC	Can hear and write VC. Auditory drill.	Can see, blend and read CVC	Can hear and write CVC. Auditory drill.
Lesson 1	n f s m a	N F S M A	n f s m a	N F S M A	n f s m a								
Lesson 2	r sh th u i	R SH TH U I	r sh th u i	R SH TH U I	r sh th u i								
Lesson 3	l t p c b	L T P C B	l t p c b	L T P C B	l t p c b								
Lesson 4	e g d h ing ung ong ang	E G D H	e g d h	E G D H	e g d h								
Lesson 5	k o x ch ank onk unk ink	K O X CH	k o x ch	K O X CH	k o x ch								
Lesson 6	y j v ck wh	Y J V CK WH	y j v ck wh	Y J V CK WH	y j v ck wh								
Lesson 7	z w qu	Z W QU	z w qu	Z W QU	z w qu								
Lesson 8	sl bl tl sw pl gl br tr sm sr cr dr See Consonant Cluster Chart for other beginning consonant clusters											Can see, blend and read CVCC	Can hear and write CVCC. Auditory drill.

Can read sight words of lesson	Lesson Story			Can read nonsense words from lesson	EXTENSION Any extention activities for lesson practices of skills, e.g., find in newspaper, play a game, use Barnell Loft, use material from files, use Language experience, etc.	APPLICATION Ways student used reading in daily life	Instant Words (300 sight)
	Can say words	Can read fluently	Can understand story				
							300
							300
							300
							300
							300
							300
							300
							300

Structured Tutoring Summary Progress Sheet

Developed By: Rockford Area Literacy Council

Student ______________________________ Tutor ______________________________

MONTH	SOUNDS	DECODING		SIGHT WORDS		LESSON STORY	READING LOG		APPLICATION	ATTEND / SCHEDULE
		see & read	hear & write	lesson	instant		page	time		

Appendix 12

Southern Region Even Start

The Southern Region Even Start (SRES) program, based on the Kenan Trust model, offers an integrated approach to family literacy. Murphysboro Community Unit School District # 186 is the administrative agent working in collaboration with staff from the Department of Curriculum and Instruction at Southern Illinois University, Carbondale, and staff from the Adult Basic Ed/GED Department of John A. Logan College in Carterville. The program serves parents and their young children in three school districts in rural Illinois.

SRES staff were interested in developing and piloting instruments for assessing improvement in parent/child interaction while story reading. For the Literacy Enhancement Project, SRES carried out evaluation at Level 4 of the ILRDC framework (Progress Toward Objectives). Their guiding question became, "How effective is our reading program in increasing positive reading interactions among parents and children?" SRES developed a parent reading training program that combined elements of Patricia Edwards' *Parents as Partners in Reading* with Ellen Goldsmith's *Literacy Through Love program and additional elements specifically designed for the SRES population. A coding instrument was devel*oped for observing the interactions between parents and children during storybook reading, to analyze the frequencies of specific reading behaviors, to provide evidence of behavioral changes after training and to facilitate refinement of the recording instrument.

The work carried out by SRES for the Literacy Enhancement Project is one component of a larger ongoing study by SRES to determine the effects of the parent reading training program on specific parent reading habits and practices while they read to their children. They will continue to videotape reading sessions with parent volunteers to determine if positive reading interactions persist over time. An interview protocol surveying parent and family practices toward reading will be used to gather additional information. Also, a " book-handling" knowledge test will be administered to the target child in both pre- and post-reading sessions to determine changes in book and print awareness.

The coding scheme will continue to be evaluated in further reading sessions and with a variety of recorded interactions. This data will allow SRES to develop and refine the instrument to acceptable levels of reliability and validity.

NOTE: *This summary was synthesized from a full report developed by Dr. Margaret Mathias, Kathy Lively and Angeliki Mousaki-Simou of Southern Region Even Start. Tools are included in the following pages.*

Developed By: Southern Region Even Start

Family Code:____________________________________

Date:____________________________________

Time:____________________________________

Setting:____________________________________

Persons:____________________________________

Book/s:____________________________________

Familiarity with text:____________________________

Comments/Notes:______________________________

	Code	Catagories and Brief Definitions	Frequencies 1st Observer	Comments/Notes 1st Observer	Frequencies 2nd Observer	Comments/Notes 2nd Observer
MOTHER		Orientation				
		Labeling/Pointing behaviors				
		Labeling requests				
		Pointing requests				
		Describing				
		Interpreting				
		Keeping track				
		Questions related to story content				
		Questions related to general world knowledge				
		Questions related to specific child experiences				
		Responds to child's questions (related to text)				
		Responds to child's questions (unrelated to text)				
		Repetition				
		Repetition with expansion				
		Praise/confirmation				
		Criticism/correction				
		Mother answers questions				
		Other comments directed to the child (related to text)				
		Other comments/questions (unrelated to text)				
		Other (Not directed to the child)				
		Variation in voice	YES NO		YES NO	
		Acting the story	YES NO		YES NO	
CHILD		Points to pictures (responces to questions)				
		Labels or names pictured objects (responces to questions)				
		Describes objects or events from text (responses to questions)				
		Points to pictures (not as responces to questions) and he/she can also make comments related to the story at the same time				
		Labels or names pictured objects (not as responces to questions)				
		Describes objects or events from text (not as responses to questions)				
		Responds to questions asked by mother related to text or pictures				
		Responds to questions asked by mother related to general world knowledge				
		Responds to questions asked by mother related to his/her prior experiences				
		Makes comments related to story				
		Makes comments unrelated to story				
		Asks questions, related to text or mother's utterances				
		Asks questions, unrelated to text or mother's utterances				
		Repeat words or elements of the story				
		Acts, make sounds related to story				
		Acts, make sounds unrelated to story				

Developed By: Southern Region Even Start

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Categories of Behaviors Observed (Description and Examples)

Preparing for Reading

- **Orientation**

  Phrases/sentences aim to attract and focus/control child's attention to the book. May or may not be followed by questions, directives, pointing, etc.

  Examples: Are you ready? Listen! Look at the book!

Simple labeling/pointing behaviors and requests

- **Labeling/pointing behaviors**

  Labeling of objects or events and/or pointing at the book.

  Examples: It's a doggie, Look at this! Here is the...

- **Labeling requests**

  Simple "What" questions referring to specific objects/people/animals/events usually referred to in the book. May or may not be followed by pointing requests or pointing.

  Examples: What's that? What do they call this fish? What's here?

- **Pointing requests**

  Expected response is pointing (without labeling)

  Examples: Where is the doggie? Show me the cat. Where is his nose?

Elaborations

- **Descriptions**

  Describing pictures/making comments about the pictures. They can be followed by tag questions.

  Examples: He's so ugly, isn't he Jessica? That looks like he has been hurt. Uh?

- **Interpretations**

  Explaining parts of the story, repeating/emphasizing specific words, rereading and paraphrasing parts of the text.

- **Keeping track**

  Transitional words/phrases used to keep the child's attention focused. Usually they are observed after mothers have finished reading one page and turn to the next page. It can be brief sentences/questions which clearly aim to keep the child's attention focused.

  Examples: Let's see what happened after that. He's pretty big, Huh? See?

Questioning

- **Questions related to the story content**

  Questions/References to past or future events or illustrations in the book.

  Examples: Did they go for a walk in the forest? What happens next?

- **Questions related to world knowledge**

  Word definitions and other general world knowledge information.

  Examples: What does a rooster say? Why do you think they put holes in the box?

- **Questions related to child experiences**

  Specific child experiences included information assumed to be in the child's episodic memory such as references to his or her past and future likes and dislikes.

  Examples: Would you like that some day? Do you remember the bear you saw in the zoo?

Mother's responsive behaviors

- **Responds to child's questions**

  Answers questions related to text.
- **Responds to child's questions**

  Answers questions unrelated to text.
- **Repetition**

  Repeats what the child says.
- **Repetition with expansion**

  Extends child's utterances/give words to child's vocalizations.
- **Praise/confirmation (positive feedback)**

  Confirms the child's response by explicit confirmation or by echoing the child's utterance with a falling tone, prasing the child.

  Examples: That's right, Good girl!
- **Criticism/correction (negative feedback)**

  Involves the mother's indication that a child's response was unacceptable by either explicitly negating it (No, it's a cow) or by a variety of more indirect questions (Are you sure? That's a wheel—after the child had pointed to the wheel when the mother asked him to point to the train).
- **Mother answers questions**

  Occurs when the mother answered her own question after the child failed to respond or responded incorrectly

  Examples: That's your nose!
- **Other behaviors**
- **Other comments directed to the child related to the text**
- **Other comments/questions directed to the child unrelated to the text**
- **Other** (Not directed to the child)

Interpretive reading

- **Variation in voice** (in dialogue situation, emphasizes making sound effects)
- **Acting the story** (makes noises, motions, non-verbal, adds new things).

Appendix 13

The "Reading Link" at Kaskaskia College

The "Reading Link" located at Kaskaskia College in Centralia provides one-on-one volunteer tutoring to adults who need to improve their reading skills. In addition, family and work place literacy services are offered in this rural area.

"Reading Link's" interest in the LEP focused in two areas: At Level 3 (Formative Evaluation), staff asked the guiding question "How can we better serve our 'Reading Link' Students?" and at Level 4 (Program Progress), the guiding question was "Are our students making progress?" As a subissue, staff were interested in discovering if there was a correlation between student satisfaction/progress and retention. This was an ambitious project that resulted in the development of three new instruments that contained elements of both Level 3 and Level 4 questions. The first new instrument was a ***Student Interview Guide*** administered to students to obtain information about their satisfaction with the program and their feelings about the progress they were making. This questionnaire also served as the basis for an oral interview conducted with each student. "The oral interview proved to be a particularly effective way of learning about the progress, problems and possibilities for the one-to-one relationship between tutor and student." The second new instrument was a *Learner Assessment Survey* administered to the tutor. The purpose of this instrument was to obtain qualitative information from the tutor about specific progress/problems/satisfaction levels of the student. This instrument was structured to obtain information not found in standardized tests. The final new instrument was a *Summary and Analysis Form* used to aggregate quantitative data for the programs' reporting process.

As a result of the information collected, staff formulated a list for program planning:

Level 3

1. Monitor tutors and students more closely.
2. Encourage tutors to use a multi-media approach.
3. Continue to emphasize students' long-and short-term goals.
4. Encourage tutors to practice administration of the SORT.
5. Expand the tutor folder to include materials lists, lesson plans, goal achievements/changes. (Also has elements of Level 4)

Level 4

1. Conduct LEP interview, assessment and testing every six months for students.
2. Expand student work folder to include assessments, interviews, test results and summaries.

Staff will continue to use the instruments they developed for the LEP. They will gather data over a longer period of time to analyze for trends and patterns. They will attempt to determine if a correlation does exist between student satisfaction/progress and retention.

NOTE: *This summary was synthesized from a full report developed by Bess Wesling, Markita Burcham and Marilyn Adams of the "Reading Link" at Kaskaskia College. Tools are included in the following pages.*

Student Interview Guide

Developed by: "Reading Link" at Kaskaskia College

Name ______________________
Date ______________________
Site ______________________

____
Area Coordinator

1. When you joined "The Reading Link" what was your goal?

2. Are you and your tutor still working toward that goal?

   If yes, what progress have you made?

3. If not, what is your new goal?

4. How often do you and your tutor talk about your goals?
   1) Weekly
   2) Monthly
   3) Every few months
   4) Never

5. What can we do to help you meet your goals?

6. How do you feel you are doing?

7. Which of the following changes would meet your needs:
   a) Materials
   b) Content of session
      1. Number of activities
      2. Variety
   c) Relevancy of homework assignments

8. Which of the following would you like to have changed to make your tutoring sessions more enjoyable:

   a) Setting
   b) Frequency
      1. More
      2. Less
   c) Computer sessions
   d) Tutors

9. What do you feel is the best part of the program?

10. Would you recommend this program to someone else?

    ☐ Yes ☐ No

    If yes, what would you tell them?

"THE READING LINK"

Learner Assessment Survey

(To be completed by Tutor)

Developed by: "Reading Link" at Kaskaskia College

Tutor's Name ______________________ Date ______________

Learner's Name ______________________ Site ______________

Please read each item. Place an X under Yes or No for each

	Yes	No
1. Has there been notable progress with your student?		
2. Was this progress noted in:		
Reading	____	____
Math	____	____
Comprehension	____	____
Vocabulary	____	____
Writing Skill	____	____
Oral Expression	____	____
Other (please list)	____	____
______________________ ______________________ ______________________		
3. Are you aware of student's goals?	____	____
4. Are these realistic (obtainable) goals for this student?	____	____
5. Would you recommend using different:		
Educational materials?	____	____
Teaching strategies?	____	____
6. Has student mentioned a special problem that may interfere with learning/progressing?	____	____
______________________ ______________________		
7. Has student mentioned personal gains/accomplishments?	____	____
If yes, please explain		
______________________ ______________________		

	Yes	No
8. Have you observed any notable change in student's behavior?		
9. Do you wish to share notable anecdotes that may have occurred?		

Please submit a written narrative (in the space provided below) regarding your student's progress and return these pages before your next tutoring session.

Summary Analysis Form

Developed by: "The Reading Link" at Kaskaskia College

Student ____________________
Address ____________________
City ______________ State ________ Zip Code ________
Birthdate ______________ Social Security # ______________
Ethnic ______________ Sex ________ Marital Status ________
Last School Attended ____________________
High Grade Completed ____________________
Date Beginning Program ______________ SORT Score ________
Other Initial Evaluation Test(s) ____________________
Scores: Vocabulary ________ Comprehension ________ Math ________
Date of Intermediate Testing ______________ SORT ________
Date of LEP Testing ______________ SORT ________
Other LEP Test(s) ____________________
Scores: Vocabulary ________ Comprehension ________ Math ________
Original Goal(s) ____________________
____

Number of Tutors ____________________
Reason for Tutor Change ____________________
Changes Desired at LEP Testing ____________________
____

Best Part of Program ____________________
Present Goals(s) ____________________
Present Tutor ____________________
Tutoring Site ______________ Time ________

Comments by Tutor about Student:

Progress in ____________________
Special Problem ____________________
____

Comments by Student about Tutor:

Happy with ____________________
____
Would like to change ____________________

Date **Changes implemented by Coordinator:**

_______ Materials _______________________________

_______ Context of Session _______________________________

_______ Homework _______________________________

_______ Setting _______________________________

_______ Frequency _______________________________

_______ Tutor _______________________________

Comments by Coordinator: _______________________________

Appendix 14

Black Hawk College All-Day Family Literacy Program

The Black Hawk College All-Day Family Literacy Program, based on the Kenan model, brings undereducated parents together with their 3-and 4-year old children three days a week. The primary goal is to break the intergenerational cycle of undereducation by improving parents' basic skills and attitudes toward education, improving child care skills, and uniting parents and children in a positive educational experience.

Program staff at Black Hawk College conducted evaluation at Level 4 (Progress Toward Objectives) of the evaluation framework. Their guiding question became, "Are the adult participants in the All-Day Family Literacy Program making progress in acquiring basic skills and writing skills?" A subquestion was "Does participation in Black Hawk College All-Day Family Literacy Program foster change in attitudes of adult participants toward learning and parenting?" Three areas were examined: overall improvement of basic skills as measured by the TABE, student improvement in writing skills using portfolio evaluation, and indications of change over time in attitudes of adult participants toward learning and parenting. An entrance/exit interview format was developed to identify change in these two areas.

As a result of participation in the LEP, Black Hawk staff will continue to refine the criteria for the writing portfolios. They attempted to score writing samples using computer-generated readability indexes. The success of this method will be weighed against the possible use of holistic scoring. The entrance/exit interview format will be re-examined after continued use to ascertain necessary changes.

Black Hawk faced ongoing problems in the LEP because of the short time line for the project. While the entrance/exit form was developed during this period, it was not administered. Understaffing also hampered this site in its effort to produce a more thorough and meaningful investigation of its guiding questions.

NOTE: *This summary was synthesized from a full report developed by Donna Schaad and Dee Boydstun of the Black Hawk College All-Day Family Literacy Program. Tools are included in the following pages.*

Entrance/Exit Interview — All Day Family Literacy Program

Developed by: Black Hawk College All Day Family Literacy Program

1. How did you feel about learning?

- ☐ comfortable
- ☐ nervous
- ☐ uncomfortable
- ☐ frustrated
- ☐ happy
- ☐ angry
- ☐ anxious
- ☐ okay
- ☐ tense
- ☐ excited
- ☐ sad
- ☐ other

2. How often do you do the following activities?

	Never	Seldom	Once a month	Twice a month	Once a week	Twice a week or more
	1	2	3	4	5	6
Go to the library						
Play together						
Read stories together						
Listen to child's reading/stories/songs						
Talk with child about day's activities						
Help child make things						
Teach skills (example: pick up toys, make bed)						
Other (please explain)						

3. What are your goals?

4. What is your best accomplishment?

5. Where do you want to be in a year?

6. From this list, what do you hope to gain from this program?
   - ☐ Feel better about myself
   - ☐ Set educational goals for myself
   - ☐ Accomplish my goals
   - ☐ Improve my relationship with my child
   - ☐ Improve my parenting skills
   - ☐ None of the above
   - ☐ Other (explain) ________________________________

7. How many hours does your child watch TV per day?

8. What is/was your child's favorite book?

9. In your opinion, what is the most important thing a parent/adult can do to help his/her child learn/prepare for school?

10. What is/was your biggest problem as a parent?

Appendix 15

William Rainey Harper College

The William Rainey Harper College Business-BASED Program in Palatine offers ABE-level reading, math and English courses, GED preparation, and literacy-level English-As-A-Second-Language classes to area businesses. Because advanced technology necessitates the need for strong basic skills coupled with additional training, the Business-BASED Program is often the first step for businesses planning to implement such work place procedures as Statistical Process Control (SPC), quality teams or cells, or Just-In-Time Management.

The Business-BASED Program serves approximately 8–10 companies each year. Companies range in size from small to large manufacturing and service industries. On-site programs are adapted to the needs of the business or industry through use of a job/literacy task analysis. Work place instructors assigned to on-site classes are provided with the necessary orientation materials and information. The employees represent a wide range of ethnic backgrounds with the majority being of Hispanic origin.

Harper College's interest in nontraditional assessment led to their focus at Level 4 (Program Progress) and to the guiding question "Are our participants making progress in work place classes?" Lower-level non-native speakers in the work place classes were the target group. Harper already had a portfolio system in place that included students' work and a goal-setting interview. They wanted to standardize both the information collected for the portfolios and the criteria used to evaluate this information. Two instruments were developed, a *Portfolio Checklist* and a *Student Interview Guide*. Staff field tested the portfolio checklist, and a bilingual student advisor conducted oral interviews using the students' native language to assess the effectiveness of the portfolios.

Although Harper College participated in the LEP, their role was limited because of the short time frame of the project. Harper will continue to utilize the portfolio checklist in work place classes while making adaptations as needed throughout the upcoming year. Work place instructors will be surveyed to evaluate how the checklist system is working. Student portfolios will be collected and analyzed at the end of each session. The portfolio checklist is only the beginning of developing a holistic nontraditional assessment system that is accountable to the various audiences: business, program participants and instructors.

NOTE: *This summary was synthesized from a full report developed by Sahar Darwish-Feld and Christine Vlahakis of William Rainey Harper College. Tools are included in the following pages.*

Portfolio Checklist

Developed by: William Rainey Harper College

Each student's portfolio should contain the following items:

- Teacher's log
- Student's log
- Goal setting interview and goal completion statements
- Writing samples - 1st week, 4th week, 8th week, etc.
- Dialogue journals
- Competency completion checklist
- Samples of work (worksheets, etc.)
- Optional: audio tapes w/teacher's comments

Developed by: William Rainey Harper College

TEACHER'S LOG: Anecdotal comments on student learning progress, class participation work-related achievements, etc.

STUDENT'S LOG: Anecdotal comments by student on "How I Used My English..."

GOAL SETTING INTERVIEW: Instructor's interview with student to set learning goals.

GOAL COMPLETION STATEMENTS: Documentation of goal completion.

WRITING SAMPLES: Taken 1st week, 4th week, 8th week, and so on.

DIALOGUE JOURNAL: Student's journal writing with instructor's responses.

COMPETENCY COMPLETION CHECKLIST: Checklist of completed competencies in the four skill areas.

SAMPLES OF WORK: Any worksheets or work in particular that instructor and student want to include in portfolio

OPTIONAL: Audio tapes to record oral progress with teacher's comments.

ILRDC — Literacy Enhancement Project Interview Guide

Developed by: William Rainey Harper College

1. What do you like about the English class?

2. Do you use your folder when you're in class?

3. Do you look at the work you put in your folder?

4. Can you see the changes in your work since you started the classes?

5. Can you think of anything else you would like to put in your folder?

6. Do you have any ideas or suggestions to make the classes better?

Appendix 16

Union County Schools

The Union County Schools Early Childhood Cooperative in Jonesboro promotes family literacy through parent education activities for parents and their young children. Union County is a low-income rural area with few industrial opportunities located in the Mississippi Delta Region. A high rate of illiteracy exists in this region where the primary occupations are farm related. Many of the county's residents are employed in service-related occupations and earning only minimum wage salaries.

Priority in the Early Childhood Program is given to first-time parents, teen parents and at-risk families. The cooperative has two parent educators; one works with parents in the pre-school at-risk program and the other works in a birth-through-5 parent training program.

Staff at the Jonesboro program wanted to determine effective activities for families. This was a Level 3 (Formative Evaluation) activity whose guiding question was, "How can we better serve our participants?" Three evaluation questionnaires were developed: a Parent Satisfaction Questionnaire, a Parent Take-Home questionnaire, and a questionnaire to be used in a group setting with a parent educator as facilitator. All questionnaires were of simple but effective design and included elements of checklists and open-ended response questions. They were designed for use in both the preschool at-risk program and the birth-through-5 parent training program.

As a result of developing, administering and analyzing these forms, staff received important feedback on program effectiveness and on improved communication and rapport with parents. Parents were felt to be open and honest in their responses, positive comments about improving interactions with their children, enjoying interactions with other parents, learning about child development, increasing understanding of the importance of literacy and increasing self-esteem. Future tasks will involve continued use and refinement of the three forms. Among parents' suggestions for program improvement are the following: increase the frequency of workshops and include more workshops for couples/families, improve communication to parents about upcoming meetings, and provide for more library experiences. In response to these requests, staff will begin to plan ways they may address these issues. Discussion of the effects of teaching efforts and of better methods for determining progress are also being generated.

NOTE: *This summary was synthesized from a full report developed by Rita Belcher, Barbara James and Dr. Grace Duff of the Union County Schools Early Childhood Cooperative. Tools are included in the following pages.*

Developed by: Union County Schools Early Childhood Cooperative

I enjoyed this activity:

☐ very much ☐ somewhat ☐ not at all

Comments:

I would prefer:

Ways to improve:

What I like best:

Developed by: Union County Schools Early Childhood Cooperative

Union County Schools Early Childhood Program

The purpose of this interview is to get information that will help the program staff improve this program.

(Pause) How have you changed since you began the ____________________?

How do you feel the program could be improved?

What difference has the program made to the larger community?

What is it like to be a __________________ in this program?

What kind of staff are needed to run a program like this?

Developed by: Union County Schools Early Childhood Cooperative

____
Location

The purpose of this interview is to get information that will help the program staff improve the program. As someone who has been in the program, you are in a unique position to describe what the program does and how it affects people. We will be interviewing about 25 people, and the combined information will be put into an overview of the program. Nothing you say will ever be identified with you personally. Feel free to ask questions or if you don't want to answer, just say so. The purpose of the interview is to get your insights about how the program operates and how it affects people. Any questions about that before we begin?

Objective:

Type of Program/Activity:
Date:

Program /Topic:

1. Do you feel comfortable in ______________________ activities?
   ☐ Often ☐ Sometimes ☐ Seldom ☐ Never ☐ Not Applicable

2. Do you feel you need help/activities in developing______________________skills?
   ☐ Often ☐ Sometimes ☐ Seldom ☐ Never ☐ Not Applicable

3. Are you adequately informed about activities/services available to you?
   ☐ Often ☐ Sometimes ☐ Seldom ☐ Never ☐ Not Applicable

4. Have you received services/information that has helped deal more effectively with your child?
   ☐ Often ☐ Sometimes ☐ Seldom ☐ Never ☐ Not Applicable

Issues/Concerns Identified:	**Suggested Strategies:**

Appendix 17

Decatur Public Schools "SPARK" Program

The SPARK (Super Parents Are Reading to Kids) Program is the family literacy program for the Decatur Public Schools. The program targets interested parents of pre-schoolers through 9 year olds. Decatur is a city in central Illinois that faces unusually high worker layoffs, a high school dropout rate of 25 percent (1992), and a 46 percent dropout rate for male minority students.

SPARK staff members were interested in evaluation at Level 4 (Program Progress), and their guiding question was, "Are our parents making progress in the SPARK program?" Specifically, they wanted to know if, after SPARK, parents were more involved at school, if they read to their children more frequently and effectively and how these types of behaviors might relate in a positive manner to the participants' family lives, relationships with the school and other areas.

Staff believed portfolios would help document participant progress. A good deal of time was spent deciding what the portfolios should contain. For the Literacy Enhancement Project, two portfolio components were targeted: "SPARK Parents are Involved" and "Reading Together." For the first component of the portfolio, staff used a district form for gathering demographic data, a calendar for parents to list SPARK activities and a questionnaire that determined the relationship between parent satisfaction with the SPARK program and their subsequent progress. The questionnaire was difficult to develop and went through many revisions until it was pared to eight specific questions. The questionnaire would ideally be administered at midpoint in the program, upon exit and six months after exit. This schedule for administering the parent survey form was proposed to determine parent satisfaction and progress at midpoint and exit. Staff hope to track parents and administer the same survey six months after completion of the program to determine if there has been a carry-over of the positive parenting behaviors taught in the SPARK parenting program.

Reading lists with books at appropriate developmental levels were also developed. Parents were encouraged to visit the library frequently and participate in activities that link the SPARK Program with the Decatur Public Library.

Information gathered during the portfolio pilot indicates parents are making progress and feeling more comfortable in the schools. Activities that foster positive parent/child relationships (e.g., game playing) will be further strengthened. Staff will continue to focus on the parent/child reading area and encourage parents to read both alone and with their children. They will also continue to encourage imaginative play and more school involvement. The questionnaire continues to undergo revision and will eventually be administered to all parents in the program.

NOTE: *This summary was synthesized from a full report developed by Tonya Donnelly and Jane Spires of SPARK. Tools are included in the following pages*

SPARK Interview

Developed by: ***Decatur Public Schools "SPARK" Program***

Interviewer ____________________

Interviewee ____________________

School ____________________

Date ____________________

It's okay to answer very honestly because:

- It helps me be a better teacher
- It helps you and your child
- It helps other parents in the class

1. How did you find out about SPARK?

A. What is your opinion of the Program?

B. What are we **doing right** at SPARK?

2. What do you **not like** about SPARK?

3. How could we improve SPARK?

4. What types of experiences at SPARK make you feel comfortable?

5. What experiences at SPARK make you feel uncomfortable?

6. Why do you come to SPARK?

Books for Babies Chart

Developed by: Decatur Public Schools "SPARK" Program

	A	B	C	D	E
	AUTHOR	**TITLE**	**DATE READ**	**# OF PAGES**	**CREDIT**
1	Ahlberg, Alan	Peek A Boo			
2	Ahlberg, Alan	The Baby's Catalog			
3	Aliki	Hush Little Baby			
4	Bang, Molly	Ten, Nine Eight			
5	Brown, Marc	Finger Rhymes			
6	Chorao, Kay	The Baby's Good Morning Book			
7	Daughtry, Duanne	What's Inside?			
8	Fowler, Richard	Mr. Little's Noisy Car			
9	Galdone, Paul	The Three Little Kittens			
10	Hill, Eric	Where's Spot?			
11	Hoban, Tana	Red, Blue, Yellow Shoe			
12	Hughes, Shirley	Noisy			
13	Isadora, Rachel	I Touch			
14	Jonas, Ann	Where Can It Be?			
15	Kennedy, Jim	The Teddy Bear's Picnic			
16	Kunharat, Dorothy	Pat the Bunny			
17	Lindgren, Barbro	Sam's Bath			
18	Oxenbury, Helen	Family			
19	Oxenbury. Helen	Clap Hands			
20	Oxenbury. Helen	Friends			
21	Parish, Peggy	I Can, Can You?			
22	Ra, Carol	Trot, Trot to Boston			
23	Rice, Eve	Sam Who Never Forgets			
24	Rockwell, Anne	Trucks			
25	Tafuri, Nancy	Early Morning in the Barn			
26	Wantanabe, S.	How Do I Put It On?			
27	Wells, Rosemary	Max's Bedtime			
28	Williams, Sarah	Ride a Cock Horse			

Developed by: Decatur Public Schools "SPARK" Program

	A	B	C	D	E
Books for Three-Year-Olds					
1	**AUTHOR**	**TITLE**	**DATE READ**	**# OF PAGES**	**CREDIT**
2	Ahlberg, Alan and Jane	Each Peach Pear Plum			
3	Brown, Margaret Wise	Goodnight, Moon			
4	Carle, Eric	The Very Hungry Caterpillar			
5	Carlstrom, Nancy	Jesse Bear, What Will You Wear?			
6	Crews, Donald	Freight Train			
7	Degen, Bruce	Jamberry			
8	DePaolo, Tomie	Mother Goose			
9	Guarina, D.	Is Your Mama A Llama?			
10	Hutchins, Pat	Rosie's Walk			
11	Kraus, Robert	Leo the Late Bloomer			
12	Lindgren, Barbo	The Wild Baby			
13	Lionni, Leo	Frederick			
14	Martin, Bill Jr.	Barn Dance			
15	Martin, Bill Jr.	Brown Bear, Brown Bear What Do You See?			
16	Sendak, Maurice	Where The Wild Things Are			
17	Slobodkina, Esphyr	Caps For Sale			
18	Titherington, Jeanne	Pumpkin, Pumpkin			
19	Turkle, Brinton	Deep in The Forest			
20	Wells, Rosemary	Max			
21	Wickstrom, S.	Wheels On The Bus			

Developed by: Decatur Public Schools "SPARK" Program

	A	B	C	D	E
	Books for Four Year Olds				
1	**AUTHOR**	**TITLE**	**DATE READ**	**# OF PAGES**	**CREDIT**
2	Bemelmans, Ludwig	Madeline			
3	Brett, Jan	The Mitten			
4	Brown, Marcia	Stone Soup			
5	Brown, Margaret Wise	Goodnight Moon			
6	Brown, Margaret Wise	The Runaway Bunny			
7	Burton, Virginia	Mike Mulligan and His Steam Shovel			
8	Burton, Virginia Lee	Katy and the Big Show			
9	Burton, Virginia Lee	The Little House			
10	Flack, Margerie	The Story About Ping			
11	Freeman, Donald	Corduroy			
12	Gag, Wanda	Millions of Cats			
13	Galdone, Paul	The Little Red Hen			
14	Galdone, Paul	The Gingerbread Boy			
15	Galdone, Paul	The Three Little Pigs			
16	Galdone, Paul	The Three Bears			
17	Keats, Ezra Jack	The Snowy Day			
18	Leaf, Munro	The Story of Ferdinand			
19	Martin, Bill Jr.	Chicka Chicka Boom Boom			
20	McCloskey, Robert	Make Way For Ducklings			
21	McCloskey, Robert	Blueberries For Sal			
22	McCloskey, Robert	Lentil			
23	McPhail, David	The Bear's Toothache			
24	Piper, Watty	The Little Engine That Could			
25	Potter, Beatrix	The Tale of Peter Rabbit			
26	Rey, H.A.	Curious George			
27	Sendak, Maurice	Where The Wild Things Are			
28	Tresselt, Alvin	White Snow, Bright Snow			
29	Turkle, Brinton	Thy Friend, Obadia			
30	Wood, Audrey	The Napping House			

Developed by: Decatur Public Schools "SPARK" Program

	A	B	C	D	E
Books for K–3					
1	**AUTHOR**	**TITLE**	**DATE READ**	**# OF PAGES**	**CREDIT**
2	Ahsley, Bernard	Cleversticks			
3	Bunting, Eve	How Many Days To America?			
4	Bunting, Eve	Summer Wheels			
5	Corey, Dorothy	Will There Be a Lap For Me?			
6	Cox, Lynn	Crazy Alphabet			
7	Demi	The Empty Pot			
8	Dodds, Dayle Ann	The Color Box			
9	Ernst, Lisa	Sam Johnson and the Blue Ribbon Quilt			
10	Fair, Sylvia	The Bedspread			
11	Gordon Gaelyn	Duckat			
12	Henkes, Kevin	Chrysanthemum			
13	Hooks, William	The Ballad of Belle Dorcas			
14	Hooks, William	Moss Gown			
15	Houston, Gloria	But No Candy!			
16	Howard, Elizabeth	Aunt Flossies's Hats and Crab Cakes Later			
17	Joose, Barbara M.	Mama, Do You Love Me?			
18	Mills, Lauren	The Rag Coat			
19	Polacco, Patricia	Chicken Sunday			
20	Polacco, Patricia	Mrs. Katz and Tush			
21	Rand, Gloria	Prince William			
22	Rehm, Karl	Left or Right?			
23	Ringgold, Faith	Aunt Harriet's Underground Railroad			
24	Sachar, Louis	Monkey Soup			
25	Schories, Pat	Mouse Around			
26	Schroeder, Alan	Ragtime Tumpie			
27	Shoat, Teri	From One to One Hundred			
28	Turner, Ann	Nettie's Trip South			
29	Voake, Charlotte	Mrs. Goose's Baby			
30	Walsh, Jill Paton	When Grandma Came			
31	Young, Ed	Seven Blind Mice			

Developed by: Decatur Public Schools "SPARK" Program

	A	B	C	D	E
	Books for Grades 4–6				
1	**AUTHOR**	**TITLE**	**DATE READ**	**# OF PAGES**	**CREDIT**
2	Armstong, William	Sounder			
3	Atwater, Richard	Mr. Popper's Penguins			
4	Catlina, Patrick	Chocolate Touch			
5	Cleary, Beverly	Ramona the Pest			
6	Dahl, Roald	James and the Giant Peach			
7	Estes, Eleanor	Hundred Dresses			
8	Fitzgerald, John	Great Brain Series			
9	Fitzhugh, Louise	Harriet the Spy			
10	Fleischman, Sid	Whipping Boy			
11	Howe, James	Bunnicula			
12	Lawson, Robert	Rabbit Hill			
13	Lewis, C.S	Lion, The Witch and the Wardrobe			
14	Lindberg, Anne	People Of Pineapple Place			
15	Lindgrin, Astrid	Pippi Longstocking			
16	Lively, Penelpe	Uninvited Ghosts and Other Stories			
17	Lowry, Lois	Number The Stars			
18	MacLachlan, Patricia	Sarah, Plain and Tall			
19	McCloskey, Robert	Homer Price			
20	O'Brien, Robert	Mrs. Frisky and The Rats of Nimh			
21	Peck, Robert	Soup			
22	Rawls, Wilson	Where The Red Fern Grows			
23	Reid-Banks, Lynne	Indian in The Cupboard			
24	Roberson, Barbara	Best Christmas Pageant Ever			
25	Rockwell, Thomas	How To Eat Fried Worms			
26	Selden, George	Cricket in Times Square			
27	Smith, Robert	Chocolate Fever			
28	Sobol, Donald	Encyclopedia Brown Series			
29	Warner, Gertrude Chandler	Boxcar Children			
30	White, E.B.	Charlotte's Web			
31	Wilder, Laura Ingalls	Little House Series			

Appendix 18

John Wood Community College Literacy Program

Literacy services at John Wood Community College in Quincy, Illinois were developed in the mid-80s as an adjunct to the Adult Basic Education program. The goal of the volunteer phase of the program is to provide free one-on-one tutorial services to adult beginning readers throughout the district. Quincy lies along the Mississippi River in Western Illinois.

Staff members narrowed their focus for the Literacy Enhancement Project to one task, that of developing a student assessment instrument that would allow both tutors and students to recognize student progress. This was evaluation at Level 4 (Program Progress) with the guiding question "Are our students making progress?" Several tools were developed to include in a portfolio including an adaptation of the *California Adult Learner Progress Evaluation Process* (CALPEP) and the *California State Library Progress Evaluation Process.* In addition, an anecdotal record form, a language experience reporting form, a reading evaluation report and a writing evaluation report were also added. The CALPEP system requires the development of specific learner goals and includes an example sheet of learner goals and a checklist of things every student needs to know.

Students self-reported their levels on the adapted version of the California State Library Progress Evaluation Process baseline document. A follow-up report will be completed, ratings will be compared and areas of progress documented. Each student/tutor pair has established two to four reading and writing goals. These too will be monitored to note progress.

Tutors continue to keep anecdotal records and will submit them for analysis. The effectiveness of this portfolio approach will be determined. If positive trends are indicated, all interested tutors will attend inservice training sessions. At the time of this final report, the John Wood program staff was still in the process of piloting forms and collecting data. As a result, forms they adapted or developed are not included with this final report.

NOTE: *This summary was synthesized from a full report developed by Dorothy (Dotty) Oelklaus and Sandy Plank of John Wood Community College. No tools are included with this report.*

Appendix 19

Prairie State College Family Literacy Institute

Prairie State Family Literacy is a cooperative effort between Prairie State College in Chicago Heights, Chicago Heights School District 170, Park Forest/Chicago Heights School District 163 and the South Metropolitan Association's Family Enrichment Project. The Family Literacy program makes resources available to parents to empower themselves and their children in relation to the education of all family members. Services include adult education (ABE, GED, ESL), computer workshops and parent/child activities that promote parent/child interaction. All programs are held in the community grade schools and neighborhood daycare/Headstart facilities. Parents participate in monthly parent council meetings to advise on program activities. Approximately 200 families participate in the program, with 50–60 core families who participate in multiple programs.

The Family Literacy Institute (FLI) adapted a survey that reflected elements of both Level 3 (Formative Evaluation) and Level 4 (Program Progress). Their guiding questions were, "How can we better serve our participants?" and "What kind of progress are adult participants in the FLI making toward achieving their goals and objectives?"

Staff members were interested in obtaining information in two areas of their pre-vocational workshops—keyboarding and word processing. They planned and carried out a process that included development of a student evaluation questionnaire, administration of the questionnaire at two class sessions and follow-up phone calls to students who had quit attending classes. They hoped the phone calls to students who dropped out would enable them to discover patterns for the occurrence.

As a result of the survey, the keyboarding workshop was eliminated, and the course will be incorporated into an introduction-to-computers workshop. Findings suggested students were pleased with the course, but had either found jobs or had child care problems that made it difficult for them to attend. The survey will be administered in all FLI courses, and data will be aggregated and analyzed for further change in programs.

NOTE: *This summary was synthesized from a full report developed by Gail Graham of the Family Literacy Institute at Prairie State College. Tools are included in the following pages.*

The Family Literacy Institute
Pre-Vocational Workshops
Student Evaluation

Developed by: Prairie State College Family Literacy Institute

Name ______________________________ Date ____________________

Workshop: ____

Adult Pre-Vocational Workshop Evaluation:

1. How do you feel you have done this quarter?
2. What are your best accomplishments? What can you now do that you were unable to do before this term?
3. What do you still need to work on?
4. Where do you want to be in a year?
5. Have you met your goals and objectives? If not, why not?
6. What can Family Literacy do to better assist you in meeting your goals and objectives?
7. What needs to be improved? Would you like to add or change any classes? Hours?
8. What is the best part of the program this year?
9. What is the worst part of the program this year?
10. Would you recommend this program to someone else? Why/Why not?

We would like to know how you feel about certain aspects of this program. Please rate the following on a scale of 1 - 5, where 5 means excellent and 1 means poor.

	POOR			EXCELLENT	
Content of the class	1	2	3	4	5
Instructor	1	2	3	4	5
Materials (Books)	1	2	3	4	5
Classroom space	1	2	3	4	5
Overall	1	2	3	4	5

Appendix 20

The Adult Literacy Institute At Prairie State College

The Adult Literacy Institute (ALI) at Prairie State College serves adult low-level and nonreaders by providing one-on-one tutoring, referral to other programs and resource agencies, academic counseling and guided independent study. To assist students in accomplishing their goals, a "domain strategy" that regards the student as a complete individual with educational needs in many different areas (e.g., vocational, recreational/leisure, domestic and community) is used.

Staff members at the ALI were interested in evaluating student progress in goal setting/achievement in the reading and writing components of their program. For the Literacy Enhancement Project, the ALI worked at Level 4 (Program Progress) of the evaluation framework. The guiding question became, "Are students in the ALI making progress in reading and writing?"

All new ALI students are assessed to determine literacy skills they already possess and to determine instructional strategies that should be implemented. Staff analyzed two forms for the LEP—the Student Information Sheet and a Student Progress Evaluation form (this tool is an adaptation of the *California Adult Learner Progress Evaluation Process,* and is not included here.) The statistical data from the forms were compiled to document the students' four most frequent reading and writing goals and the link between perceived level of difficulty in reading/writing materials and student habits.

The data suggested the materials or items most often read are also the materials where the students' perceived level of difficulty is greatest. Students were less inclined to use writing as a tool for literacy skills development. From a list of eight writing selections, only two were frequently stated as things students wrote outside of the tutoring sessions—data/memos and checks. Writing skills showed a low priority in students' lives.

As a result of the findings, a number of changes have been recommended for program improvement:

Increase emphasis in volunteer training on the importance of completing the Student Progress Evaluation form at the first meeting.

Redesign the Student Progress Evaluation questionnaire so more information that will help the volunteer to individualize the curriculum is acquired in the intake process. curriculum.

Develop procedures for reporting student progress to the student and tutor for reassessment of the student's stated goals.

Increase emphasis in volunteer tutor training and staff in-service activities on developing the reading and writing connection with students.

Develop an ALI Handbook that will include policies and procedures for special needs students, policies and procedures for student referrals, and a list of referral agencies and services.

NOTE: *This summary was synthesized from a full report developed by Dora Ivory and Lillian Stephens of the Prairie State College Adult Literacy Institute. One tool follows.*

Adult Literacy Institute, Prairie State College
Student Information Sheet

Developed by: Prairie State College Literacy Institute

Date ________________

Name ____
Last First M.I.

Address ______________________ Update ______________

City ______________ State ________ Zip ________ Phone ______________

SS# __________ Birthdate __________ Sex ______ Ethnicity ______ Employed __________
F or M
1-Full or part time
2-unemployed, seeking
3-unemployed, not seeking

Occupation ____

Available Day(s) ______________________ Available Time(s) ______________________

Tutor ______________________ Tutor's Phone ______________________

Site Location ______________________ Site Setting ________ Assistance ____________

Student Category ______________________ Student Code ______________________

Pre-Test ______________________ Pre-Test Date ______________________

Instructional Materials ____

Additional Comments:

Student Referral

Other Interests

Sports:

Outdoors:

Family:

Crafts/Hobbies:

T.V.:

Movies:

Other Entertainment:

Short Term Personal Goals:

Long Term Personal Goals:

Short Term Educational Goals:

Long Term Educational Goals:

Business or Career Goals: